

日本語**NOW!** **NihonGO NOW!**

Performing Japanese Culture Level I
Volume I Textbook and Activity Book



Mari Noda, Patricia J. Wetzel,
Ginger Marcus, Stephen D. Luft,
Shinsuke Tsuchiya, and Masayuki Itomitsu

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NihonGO NOW! is a beginning-level courseware package that takes a performed-culture approach to learning Japanese. This innovative approach balances the need for an intellectual understanding of structural elements with multiple opportunities to experience the language within its cultural context.

From the outset, learners are presented with samples of authentic language that are context-sensitive and culturally coherent. Instructional time is used primarily to rehearse interactions that learners of Japanese are likely to encounter in the future, whether they involve speaking, listening, writing, or reading.

Level 1 comprises two textbooks with accompanying activity books. These four books in combination with audio files allow instructors to adapt a beginning-level course, such as the first year of college Japanese, to their students' needs. They focus on language and modeled behavior, providing opportunities for learners to acquire language through performance templates. Online resources provide additional support for both students and instructors. Audio files, videos, supplementary exercises, and a teachers' manual are available at www.routledge.com/9781138304147.

NihonGO NOW! Level 1 Volume 1 Activity Book provides a wealth of communicative exercises and assessment tools for students working through the first semester of the *NihonGO NOW!* course.

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じょまく
序幕 **Jomaku** Introduction

り かいれんしゅう
理解練習 **Rikai renshuu** Comprehension practice



0-1C What should you do?

Listen to the instructional expressions and select from the illustrations the one that represents the most appropriate response to each of the instructions.

- Ex. 1. d Ex. 2. a 3. 4. 5.
 6. 7. 8. 9. 10.
 11. 12. 13. 14. 15.
 16. 17. 18. 19. 20.

a. 	b. 	c.
d. 	e. 	f.
g. 	h. 	i.



0-2C What should you do?

Listen to the instructional expressions and select from the illustrations the one that represents the most appropriate response to each of the instructions.

- Ex. 1. i Ex. 2. k 3. 4. 5.
6. 7. 8. 9. 10.
11. 12. 13. 14. 15.
16. 17. 18. 19. 20.

a. 	b. 	c.
d. 	e. 	f.
g. 	h. 	i.
j. 	k. 	l.



0-3C Mora count

Listen to groups of 4 words. All items in the same group have the same number of Japanese syllables, or morae, except one. Check the one item in each group that has a different number of morae from the others in the same group.

- | | | | | |
|--------------|-------------|----------|----------|-------------|
| Ex. Group 1. | a. <u>✓</u> | b. _____ | c. _____ | d. _____ |
| Ex. Group 2. | a. _____ | b. _____ | c. _____ | d. <u>✓</u> |
| Group 3. | a. _____ | b. _____ | c. _____ | d. _____ |
| Group 4. | a. _____ | b. _____ | c. _____ | d. _____ |
| Group 5. | a. _____ | b. _____ | c. _____ | d. _____ |



0-4C Mora count (Same procedures as Practice 0-3C)

- | | | | | |
|--------------|-------------|-------------|----------|----------|
| Ex. Group 1. | a. <u>✓</u> | b. _____ | c. _____ | d. _____ |
| Ex. Group 2. | a. _____ | b. <u>✓</u> | c. _____ | d. _____ |
| Group 3. | a. _____ | b. _____ | c. _____ | d. _____ |
| Group 4. | a. _____ | b. _____ | c. _____ | d. _____ |
| Group 5. | a. _____ | b. _____ | c. _____ | d. _____ |



0-5C Mora count

Listen and identify the number of morae in each item.

- | | | | | |
|-----------------|-----------------|-----------|-----------|-----------|
| Ex. 1. <u>2</u> | Ex. 2. <u>3</u> | 3. _____ | 4. _____ | 5. _____ |
| 6. _____ | 7. _____ | 8. _____ | 9. _____ | 10. _____ |
| 11. _____ | 12. _____ | 13. _____ | 14. _____ | 15. _____ |



0-6C Mora count

Listen and identify the number of morae in each item.

- | | | | | |
|-----------------|-----------------|-----------|-----------|-----------|
| Ex. 1. <u>4</u> | Ex. 2. <u>4</u> | 3. _____ | 4. _____ | 5. _____ |
| 6. _____ | 7. _____ | 8. _____ | 9. _____ | 10. _____ |
| 11. _____ | 12. _____ | 13. _____ | 14. _____ | 15. _____ |



0-7C Accent

Listen to groups of 4 words. All items in the same group have the same accent patterns, except one. Check the one item in each group that has a different accent pattern from the others in the same group.

- | | | | | |
|--------------|----------|----------|-------------|-------------|
| Ex. Group 1. | a. _____ | b. _____ | c. _____ | d. <u>✓</u> |
| Ex. Group 2. | a. _____ | b. _____ | c. <u>✓</u> | d. _____ |
| Group 3. | a. _____ | b. _____ | c. _____ | d. _____ |
| Group 4. | a. _____ | b. _____ | c. _____ | d. _____ |
| Group 5. | a. _____ | b. _____ | c. _____ | d. _____ |



0-8C Accent

Listen to the short sequences and identify the pitch patterns, using H for high and L for low pitch.

- | | | | | |
|-------------------|-------------------|----------|----------|-----------|
| Ex. 1. <u>HLL</u> | Ex. 2. <u>HLL</u> | 3. _____ | 4. _____ | 5. _____ |
| 6. _____ | 7. _____ | 8. _____ | 9. _____ | 10. _____ |



0-9C Accent

Listen to the short sequences and identify the pitch patterns, using H for high and L for low pitch.

- | | | | | |
|---------------------|-----------------------|----------|----------|-----------|
| Ex. 1. <u>LHHHL</u> | Ex. 2. <u>HLLLHHH</u> | 3. _____ | 4. _____ | 5. _____ |
| 6. _____ | 7. _____ | 8. _____ | 9. _____ | 10. _____ |



0-10C Intonation

Listen to groups of 4 items. All items in the same group have the same intonation patterns, except one. Check the one item in the group that has a different accent pattern from the others in the same group.

- | | | | | |
|--------------|-------------|-------------|----------|----------|
| Ex. Group 1. | a. <u>✓</u> | b. _____ | c. _____ | d. _____ |
| Ex. Group 2. | a. _____ | b. <u>✓</u> | c. _____ | d. _____ |
| Group 3. | a. _____ | b. _____ | c. _____ | d. _____ |
| Group 4. | a. _____ | b. _____ | c. _____ | d. _____ |
| Group 5. | a. _____ | b. _____ | c. _____ | d. _____ |



0-11P What would you say?

For each of the following, say a greeting based on the context. Then listen to the sample, and how the other person(s) respond(s).

Ex. 1. You are seeing a teacher for the first time today. It is 9:30 a.m.

You おはようございます。 *Ohayoo gozaimasu.* Good morning.

Teacher おはようございます。 *Ohayoo gozaimasu.* Good morning.

Ex. 2. You are seeing your boss for the first time today. It is 9:00 a.m.

You おはようございます。 *Ohayoo gozaimasu.* Good morning.

Boss おはよう。 *Ohayoo.* Good morning.

3. You are greeting everyone in the office when you arrive at work. It is 8:50 a.m.
4. You are visiting a community meeting for the first time. It's 3:00 p.m.
5. Your Japanese class has just finished, and you are passing by your instructor on your way out. It is 3:50 p.m.
6. You are visiting a student organization on campus for the first time. It's 10:00 a.m.
7. You are meeting up with your teacher to go to a reception together. It's 7:00 p.m.
8. You are about to give a presentation to a group of members of the community. It's 4:00 p.m.

Introduction 腕試し *Udedameshi* Tryout

Greet a Japanese person, and bow as you greet the person.



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だいいち まく
第 1 幕
Act 1

よろしくお^{ねが}願いします。

Yoroshiku onegai shimasu.

Nice to meet you.

◆ Scene 1-1 れんしゅう 練習 *Renshuu* Practice

り かいれんしゅう 理解練習 *Rikai renshuu* Comprehension practice



1-1-1C Identifying the actors (BTS 2)

Identify the two speakers in each exchange. If the speaker says a full name, write the full name using the same order for surname and first name as the speaker. The first speaker is male; the second speaker is female.

	First (male) speaker	Second (female) speaker
Ex. 1.	Kanda	Amy Wang
Ex. 2.	Sakamoto	Morris
3.		
4.		
5.		
6.		

じつえんれんしゅう 実演練習 *Jitsuen renshuu* Performance practice



1-1-2P Checking if everybody is here (BTS 1, 2)

You are an intern at a company and have been asked to take attendance at a meeting. Say each name on the attendance sheet below aloud and then listen for a response. Use ○ to indicate that the person is present, and X to indicate absent. Pause the audio if necessary to give yourself time to say each name correctly.

☐ Ms. Kanda
☐ Mr. Shirai
☐ Professor Sakamoto
☐ Mr. Brian Wang
☐ Ms. Sasha Morris
☐ Ms. Yamada

Ex. 1.

You かん だ
 神田さん。

Kanda-san.

Kanda-san.

Ms. Kanda はい。

Hai.

Here!

Ex. 2.

You しら い
 白井さん。

Shirai-san.

Shirai-san.

Mr. Shirai はい。

Hai.

Here!

うでだめ
1-1 腕試し Udedameshi Tryout

Call your Japanese teacher by name to get his/her attention, then greet your teacher.

◆ Scene 1-2 ^{れんしゅう}練習 *Renshuu* Practice

^{り かいれんしゅう}理解練習 *Rikai renshuu* Comprehension practice



1-2-1C What's going on? (BTS 1, 3)

How is *hai* はい used in each of the following conversations? Select from:

- Affirmative response ('that's right')
- Handing something over ('here you go')
- Accepting something handed to you ('got it')
- Showing you are in attendance ('here' or 'present')

In this exercise, you may hear unfamiliar words, just as you would when speaking Japanese outside of the classroom since others won't know what you've studied. This is a chance for you to practice using what you do know to get an idea of what's going on.

- | | | |
|--------|--|---------------|
| Ex. 1. | This conversation occurs at a welcome party. | _____ b _____ |
| Ex. 2. | This conversation occurs in a classroom. | _____ c _____ |
| 3. | This conversation occurs at a welcome party. | _____ |
| 4. | This conversation occurs in a classroom. | _____ |
| 5. | This conversation occurs in an office. | _____ |

^{じょうえんれんしゅう}実演練習 *Jitsuen renshuu* Performance practice



1-2-2P What would you say?

Imagine what you would say in each situation and say it aloud. Then, listen to the audio and put a check next to the option that best matches what you came up with.

- | | | |
|--------|---|--|
| Ex. 1. | Your pen ran out of ink, but your friend Amy came to the rescue with one of her pens. You want to thank her as you return her pen to her. | a. _____ b. _____ c. _____ d. <u>✓</u> |
| Ex. 2. | You invited your friend over, and your friend has just arrived at your door. | a. _____ b. <u>✓</u> c. _____ d. _____ |
| 3. | You asked your professor to write a recommendation letter for you and she kindly agreed. | a. _____ b. _____ c. _____ |

4. You are meeting with a professor who wrote a reference letter for you. You just reported to your professor that you received the scholarship you applied for with her support. a. _____ b. _____ c. _____
5. At a reception, you picked up a glass and the server handed you a paper napkin. a. _____ b. _____ c. _____

◆ Scene 1-3 ^{れんしゅう}練習 *Renshuu* Practice

^{じつえんれんしゅう}実演練習 *Jitsuen rensuu* Performance practice

1-3-1P *Onegai-shimasu* (BTS 6)

For each of the following situations, if it would be appropriate to say *onegai-shimasu* ^{ねが}お願いします write “Y.” If not, write “N.”

- | | |
|-----------------|---|
| <u> </u> Y | Ex. 1. You are in a shop and would like to talk to the salesclerk, but don't see the salesclerk around. |
| <u> </u> N | Ex. 2. You have accidentally bumped into someone as you are walking through the train station. |
| <u> </u> | 3. You asked a friend if you could borrow a pencil, and your friend has just given you the pencil. |
| <u> </u> | 4. An intern at work has offered to make some copies for you, and you would like him to do it. |
| <u> </u> | 5. It is 9:30 a.m. and you are seeing a friend for the first time today. |
| <u> </u> | 6. You would like a professor to sign a document for you. |
| <u> </u> | 7. A cashier at a supermarket has asked if you would like a bag, and you would like one. |

◆ Scene 1-4 ^{れんしゅう}練習 *Renshuu* Practice

^{じつえんれんしゅう}実演練習 *Jitsuen rensuu* Performance practice



1-4-1P What would you say?

Imagine what you would say in each situation and say it aloud. Then, listen to the audio and put a check next to the option that best matches what you came up with.

- Ex. 1. At a business meeting someone just presented her business card to you. a. _____ b. ☒ c. _____
- Ex. 2. Your teacher is taking attendance and has just called your name. a. ☒ b. _____ c. _____
3. You are helping out at a reception desk at an event. You are handing a name badge to the attendee who just checked in. a. _____ b. _____ c. _____
4. Someone is waving in your direction and calling your name. a. _____ b. _____ c. _____
5. You have just given your business card to a new acquaintance. a. _____ b. _____ c. _____

◆ Scene 1-5 れんしゅう 練習 *Renshuu* Practice

り かいれんしゅう 理解練習 *Rikai rensuu* Comprehension practice



1-5-1C What are they saying?

Write the letter of the word that you hear. If the word can be used to thank someone, write “Y” in the parentheses; otherwise, write “N.”

- | | | | | | |
|----------|----------|--------|--------|--|--|
| Ex. | | Ex. | | | |
| 1. c (Y) | 2. b (N) | 3. () | 4. () | | |
| 5. () | 6. () | 7. () | 8. () | | |

- a. *Doozo* / どうぞ
- b. *Yoroshiku* / よろしく
- c. *Arigatoo* / ありがとう
- d. *Arigatoo gozaimasu* / ありがとうございます
- e. *Sayoonara* / さようなら
- f. *Arigatoo gozaimashita* / ありがとうございました
- g. *Ohayoo* / おはよう

じつえんれんしゅう 実演練習 *Jitsuen rensuu* Performance practice



1-5-2P What would you say?

Imagine what you would say in each situation and say it aloud. Then listen to how the other person reacts.

- | | | | |
|------------|---|---------------------------------|-------------------------------------|
| Ex. 1. | On your way to class in the morning, you have run into a friend in the hallway at school. | | |
| You | おはよう。 | <i>Ohayoo.</i> | Good morning. |
| Friend | おはよう。 | <i>Ohayoo.</i> | Good morning. |
| Ex. 2. | It's 6:00 p.m. and your supervisor says that you may go home. | | |
| You | では、失礼します。
<small>しつれい</small> | <i>De wa shitsuree-shimasu.</i> | I'll be go ahead and excuse myself. |
| Supervisor | はい。 | <i>Hai.</i> | Okay. |

3. You have just met someone who will be helping you with your Japanese for the first time.
4. You've just called your new colleague by the wrong name.
5. A student younger than you gave you a snack.
6. You have run into one of your supervisors in the hallway in the morning.
7. Your instructor just announced that class is over.

◆ Scene 1-6 れんしゅう 練習 *Renshuu* Practice

り かいれんしゅう 理解練習 *Rikai rensuu* Comprehension practice



1-6-1C What's going on?

In each conversation, listen to Brian and select the description that tells what he is doing.
Use each description only once.

Ex. 1. c Ex. 2. a
3. 4. 5. 6.

- a. Bidding farewell.
- b. Responding to a request.
- c. Thanking someone for a meal.
- d. Entering an office.
- e. Offering something.
- f. Receiving something with gratitude.

じつえんれんしゅう 実演練習 *Jitsuen rensuu* Performance practice



1-6-2P Responding appropriately

Read the context, listen to the speaker, and then provide a response.

Ex. 1.	Your supervisor invites you to enter his office.		
Supervisor	どうぞ。	<i>Doozo.</i>	Come in.
You	しつれい 失礼します。	<i>Shitsuree-shimasu.</i>	Thank you.
Ex. 2.	You and your host mother just finished eating.		
Host mother	ごちそうさま。	<i>Gochisoosama.</i>	Thank you.
You	ごちそうさまでした。	<i>Gochisoosama deshita.</i>	Thank you.

- 3. Your senior co-worker (*senpai*) greets you in the morning.
- 4. Your homestay mother invites you to begin eating.

◆ Scene 1-7 れんしゅう 練習 *Renshuu* Practice

り かいれんしゅう 理解練習 *Rikai rensuu* Comprehension practice



1-7-1C Listening for the name

Listen to the self-introductions and try to catch the name of the person. Write each person's name.

Person's name _____

Ex. 1. Sasha Morris

Ex. 2. Suzuki Akira

3. _____

4. _____

5. _____

6. _____

7. _____



1-7-2C Finding the one that doesn't belong

Listen to each group of items, a, b, c, and d. All items in each group except one share something in common in terms of their meaning or function in a conversation. Identify the one that doesn't fit by placing a circle (○) next to it.

- | | | | | |
|--------------|-------------------|----------|----------|-------------------|
| Ex. Group 1. | a. _____ | b. _____ | c. _____ | d. <u>○</u> _____ |
| Ex. Group 2. | a. <u>○</u> _____ | b. _____ | c. _____ | d. _____ |
| Group 3. | a. _____ | b. _____ | c. _____ | d. _____ |
| Group 4. | a. _____ | b. _____ | c. _____ | d. _____ |
| Group 5. | a. _____ | b. _____ | c. _____ | d. _____ |

◆ Scene 1-8 ^{れんしゅう}練習 *Renshuu* Practice

^{りかいじつえんれんしゅう}理解実演練習 *Rikai jitsuen rensuu* Comprehension and performance practice



1-8-1CP Mora count

Listen, repeat, and identify the number of morae (beats) in each item. You will hear each item twice.

- Ex. 1. 5 Ex. 2. 4
3. 4. 5. 6. 7.
8. 9. 10. 11. 12.

^{じつえんれんしゅう}実演練習 *Jitsuen rensuu* Performance practice



1-8-2P What would you say?

Imagine what you would say in each situation and say it aloud. Then listen to how the other person reacts.

- | | | | |
|------------|--|-----------------------|------------|
| Ex. 1. | You just finished a lunch-box meal with your friend. | | |
| You | ごちそうさま。 | <i>Gochisoosama.</i> | Thank you. |
| Friend | ごちそうさま。 | <i>Gochisoosama.</i> | Thank you. |
| Ex. 2. | A shopkeeper just handed you the item you purchased. | | |
| You | どうも。 | <i>Doomo.</i> | Thanks. |
| Shopkeeper | どうもありがとうございます | <i>Doomo arigatoo</i> | Thank you. |
| | います。 | <i>gozaimasu.</i> | |

- You are leaving home to go to school and your host mother is seeing you off.
- Your homestay father is about to leave for work.
- You are visiting a client who has just offered you a seat.
- You are concluding your first meeting with your project team and want to indicate the end of the meeting.
- Your teacher has told you that you can keep the document you were looking at.
- You see someone who looks like Ichiro, your friend who is several years younger. You want to see if it really is Ichiro.

◆ Scene 1-9 ^{れんしゅう} 練習 *Renshuu* Practice

^{り かいじつえんれんしゅう} 理解実演練習 *Rikai jitsuen rensuu* Comprehension and performance practice



1-9-1CP Mora count

Listen, repeat, and identify the number of morae (beats) in each item.

- Ex. 1. 5 Ex. 2. 4 3. 4. 5.
6. 7. 8. 9. 10.

^{じつえんれんしゅう} 実演練習 *Jitsuen rensuu* Performance practice



1-9-2P Does that sound right?

For each situation, imagine how you would respond and say it aloud. Then, listen to the audio and indicate which of the four utterances best matches what you have imagined as appropriate.

- | | | | | | |
|--------|--|------------------|------------------|------------------|------------------|
| Ex. 1. | At roll call, your name has just been called. | a. <u> </u> | b. <u> ○ </u> | c. <u> </u> | d. <u> </u> |
| Ex. 2. | You and your host family are about to begin dinner. | a. <u> ○ </u> | b. <u> </u> | c. <u> </u> | d. <u> </u> |
| 3. | You have just finished lunch with a friend. | a. <u> </u> | b. <u> </u> | c. <u> </u> | d. <u> </u> |
| 4. | You are leaving your office for a meeting out of town. | a. <u> </u> | b. <u> </u> | c. <u> </u> | d. <u> </u> |
| 5. | Class just ended and your classmate is leaving. | a. <u> </u> | b. <u> </u> | c. <u> </u> | d. <u> </u> |



1-9-3P What would you say?

Imagine what you would say in each situation and say it aloud. Then listen to how the other person reacts.

- Ex. 1. You are hosting a reception, and one of your clients is leaving.
You ありがとうございます。 *Arigatoo gozaimashita.* Thank you (for what you've done).

Client	どうもありがとうございます。 した。失礼します。 しつれい	<i>Doomo arigatoo gozaimashita. Shitsuree-shimasu.</i>	Thank you. Excuse me.
Ex. 2.	A friend of yours is treating you to a meal, and you are about to start eating.		
You	いただきます。	<i>Itadakimasu.</i>	Thank you.
Friend	どうぞ。	<i>Doozo.</i>	Go ahead.

3. You and your friend are going to different classes now, but will be meeting up again later for lunch.
4. You are about to leave the office to go on a business trip.
5. You are taking a client out to eat, and the meal has just been brought out.
6. You are waving good-bye to a baby.

うでだめ 1-9 腕試し Udedameshi Tryout

Say goodbye to someone before you leave, using the appropriate leave-taking expression.

◆ Scene 1-10 ^{れんしゅう}練習 *Renshuu* Practice

^{り かいれんしゅう}理解練習 *Rikai rensuu* Comprehension practice



1-10-1C What's going on?

Listen to each phrase and indicate whether it would be said (a) as a greeting, (b) when you or someone else leaves, or (c) at meal time.

- Ex. 1. a Ex. 2. b
3. 4. 5. 6. 7.
8. 9. 10. 11. 12.

^{じつえんれんしゅう}実演練習 *Jitsuen rensuu* Performance practice



1-10-2P Giving a self-introduction

For each situation, say a simple introduction, and listen to how someone might respond. The sample responses use Brian and Sasha, but use your own name when you do your introduction.

- Ex. 1. You are a homestay student introducing yourself to your host mother, Shirai-san.
- | | | | |
|-------------|-------------------------------|--|-------------------------------|
| You/Brian | ブライアンです。よろしく
ねが
お願いします。 | <i>Buraian desu. Yoroshiku
onegai-shimasu.</i> | I'm Brian. Nice to meet you. |
| Host mother | 白井です。どうぞよろ
しう
しく。 | <i>Shirai-desu. Doozo
yoroshiku.</i> | I'm Shirai. Nice to meet you. |
- Ex. 2. You are a new student introducing yourself to your teacher, Sakamoto-sensei.
- | | | | |
|-----------|----------------------------------|--|--------------------------------------|
| You/Brian | ブライアン・ワンです。
ねが
よろしくお願いします。 | <i>Buraian-wan desu. Yoro-
shiku onegai-shimasu.</i> | I'm Brian Wang.
Nice to meet you. |
| Teacher | さかもと
坂本です。どうぞよろ
しく。 | <i>Sakamoto-desu. Doozo
yoroshiku.</i> | I'm Sakamoto. Nice to meet you. |
3. You are a new employee introducing yourself to your boss, Yagi-san.
4. You are a new employee introducing yourself to a co-worker, Ikeda-san.

^{うでだめ}1-10 腕試し *Udedameshi* Tryout

Introduce yourself to someone new.

◆ Scene 1-11 ^{れんしゅう} 練習 *Renshuu* Practice

^{り かいれんしゅう} 理解練習 *Rikai renshuu* Comprehension practice



1-11-1C What's going on?

Listen to Kanda-san and Sasha, office colleagues, and select from the list the option that best describes the situation. Use each description only once.

Ex. 1. b Ex. 2. a 3. 4. 5.

- a. Kanda-san is leaving.
- b. Sasha is leaving at the end of the workday.
- c. Sasha goes off to an appointment.
- d. Kanda-san just edited a proposal that Sasha put together for their project.
- e. Both Kanda-san and Sasha are leaving the office at the end of the workday.

◆ Scene 1-12 れんしゅう 練習 *Renshuu* Practice

り かいれんしゅう 理解練習 *Rikai rensuu* Comprehension practice



1-12-1C What's going on?

Listen to Kanda-san and Sasha, office colleagues, and select from the list the option that best describes the situation. Use each description only once.

Ex. 1. b Ex. 2. a 3. 4. 5.

- a. Kanda-san returns to the office after attending a meeting elsewhere.
- b. Sasha requests that Kanda-san approve a form.
- c. Kanda-san gets Sasha's attention.
- d. Sasha leaves the office at the end of the workday.
- e. Sasha leaves to go to an appointment.

じつえんれんしゅう 実演練習 *Jitsuen rensuu* Performance practice



1-12-2P Responding to leave-taking (BTS 23)

Respond to each of the leave-taking expressions based on the context.

- | | | | |
|-------------|--|---------------------------|----------------|
| Ex. 1. | Your host father is leaving for work in the morning. | | |
| Host father | <small>い</small> 行ってきます。 | <i>Itte kimasu.</i> | I'm leaving. |
| You | <small>い</small> 行ってらっしゃい。 | <i>Itte rasshai.</i> | See you later. |
| Ex. 2. | You are leaving your teacher's office after a one-on-one meeting. | | |
| Teacher | じゃあ。 | <i>Jaa.</i> | Well then. |
| You | <small>しつれい</small> 失礼します。 | <i>Shitsuree-shimasu.</i> | Excuse me. |
| 3. | A co-worker is leaving the office at the end of the day. | | |
| 4. | Your project team has finished a big presentation and everybody is going back to their office. | | |
| 5. | You and your friends are about to go home after a night out. | | |



1-12-3P Leave-taking (BTS 23)

Say a leave-taking expression based on the context and listen to the response.

- Ex. 1. You are leaving for school. Your host family sister is still at home.
- | | | | |
|-------------|-------------------------------|----------------------|----------------|
| You | 行ってきます。
<small>い</small> | <i>Itte kimasu.</i> | I'm leaving. |
| Host sister | 行ってらっしゃい。
<small>い</small> | <i>Itte rasshai.</i> | See you later. |
- Ex. 2. You are going home after having spent some time with an elementary school student.
- | | | | |
|---------|-------------------------------|-----------------|----------|
| You | バイバイ。
<small>ばい ばい</small> | <i>Bai bai.</i> | Bye-bye. |
| Student | バイバイ。
<small>ばい ばい</small> | <i>Bai bai.</i> | Bye-bye. |
3. You have been talking to a teacher, and you are leaving her office now.
4. You are leaving work, but others are still working.

◆ Scene 1-13 ^{れんしゅう}練習 *Renshuu* Practice

^{じつえんれんしゅう}実演練習 *Jitsuen rensuu* Performance practice



1-13-1P Responding to a greeting

Respond to each of the greetings based on the context.

- | | | | |
|--------|---|---------------------|---------------|
| Ex. 1. | You are saying hello to a friend in the morning. | | |
| Friend | おはよう。 | <i>Ohayoo.</i> | Good morning. |
| You | おはよう。 | <i>Ohayoo.</i> | Good morning. |
| Ex. 2. | You are hiking and pass some other hikers on the hiking trail in the afternoon. | | |
| Hikers | こんにちは。 | <i>Konnichi wa.</i> | Hello. |
| You | こんにちは。 | <i>Konnichi wa.</i> | Hello. |
| 3. | Your host father has just arrived home. | | |
| 4. | You are walking past your neighbor who is sweeping the street in front of her house in the morning. | | |



1-13-2P Greeting someone

Say a greeting based on the context and listen to the response.

- | | | | |
|------------------|--|---------------------------|---------------|
| Ex. 1. | You are greeting a senior co-worker as you pass her in the hall. | | |
| You | つか ^{つか} ^{さま} お疲れ様です。 | <i>Otsukaresama desu.</i> | Hello. |
| Senior co-worker | つか ^{つか} ^{さま} お疲れ様。 | <i>Otsukaresama.</i> | Hello. |
| Ex. 2. | You have just arrived home from school. Greet your host mother. | | |
| You | ただいま。 | <i>Tadaima.</i> | I'm home. |
| Host mother | おかえり。 | <i>Okaeri.</i> | Welcome back. |
| 3. | Your co-worker has just returned from her meeting. | | |
| 4. | You are exchanging business cards with a new project team member and have just told him your name. | | |

◆ Scene 1-14 ^{れんしゅう} 練習 *Renshuu* Practice

理解実演練習 *Rikai jitsuen renshuu* Comprehension and performance practice



1-14-1CP Mora count

Listen, repeat, and identify the number of morae (beats) in each item.

- Ex. 1. 4 Ex. 2. 7 3. 4. 5.
 6. 7. 8. 9. 10.

^{じつえんれんしゅう} 実演練習 *Jitsuen renshuu* Performance practice



1-14-2P Responding to a greeting

Say a greeting based on the context and listen to the response.

- | | | | |
|-------------|---|-----------------------|----------------|
| Ex. 1. | You are saying goodnight to a colleague after an evening event. | | |
| You | おやすみなさい。 | <i>Oyasumi nasai.</i> | Good night. |
| Host sister | おやすみなさい。 | <i>Oyasumi nasai.</i> | Good night. |
| Ex. 2. | You are leaving the office to do some errands. | | |
| You | 行 ^い ってきます。 | <i>Itte kimasu.</i> | I'm leaving. |
| Neighbor | 行 ^い ってらっしゃい。 | <i>Itte rasshai.</i> | See you later. |
| 3. | You are about to end a meeting with a new client. | | |
| 4. | Your colleague is leaving the office for the day, but you still have something to do. | | |

◆ Scene 1-15 練習 *Renshuu* Practice

よ れんしゅう 読み練習 *Yomi-renshuu* Reading practice

1-15-1R Symbol recognition

Underline the kanji in the following. Leave it unmarked if there are no kanji.

- | | |
|--------------------------------|----------------------|
| Ex. 1. ジョナサン <u>野村</u> | 8. ありがとうございます。失礼します。 |
| Ex. 2. ブライアンさん、おはよう。(No kanji) | 9. お疲れ様です。 |
| 3. 博です。 | 10. 京都駅 |
| 4. よろしく願います。 | 11. お帰りなさい。 |
| 5. おはよう。 | 12. お先に。 |
| 6. 神田さんです。 | 13. サーシャ・モリス |
| 7. どうも!僕、一郎。 | |

1-15-2R Symbol recognition

Underline the katakana in the following.

- | | |
|-----------------------------------|-----------------------------------|
| Ex. 1. 私の家では <u>テレビ</u> はあまり見ません。 | 8. サーシャ・モリスです。よろしく願います。 |
| Ex. 2. 雨が降りました。(No katakana) | 9. 行っていっちゃい。 |
| 3. 東京ドームに行きました。 | 10. 野菜丸ごとやサイクル |
| 4. ミーティング、何時ごろですか。 | 11. ゴミを減らしてCO ₂ を削減する。 |
| 5. 沖縄のどこ | 12. いろんな味で食べるエコ。 |
| 6. ブライアン・ワンさん | |
| 7. じゃあね、バイバイ! | |

◆ ひょう か 評価 Hyooka Assessment

Answer sheet templates are provided in Appendix B for the Assessment sections.



き 聞いてみよう Kiite miyoo Listening comprehension

For each of the following, read the context, listen to the audio, and then answer the questions. The audio may include unfamiliar expressions. If you hear something unfamiliar, rely on what you know to choose the correct answer.

1. Two people greet each other on campus.
 - a. What is the relationship between the speakers?
 - b. What is the man's name?
2. Two people are at the train station.
 - a. What is the relationship between the speakers?
 - b. What are they doing?
3. Two people are talking to each other in front of an office building.
 - a. When is this conversation taking place?
 - b. Who is more senior, the woman or the man?
4. Two people are talking to each other in front of an office building.
 - a. Who is staying back?
5. Two people are bowing to each other in an office.
 - a. How well do they know each other?
 - b. What is the woman's name?
 - c. What is the man's name?
6. Two people are bowing to each other at a reception.
 - a. What do both speakers express to each other?
 - b. What is the woman's name?



つか 使ってみよう Tsukatte miyoo Dry run

For each of the following, listen to the audio, and respond to what was said based on the context.

1. Your host father is leaving for work.
2. A friend is giving you a pen to borrow.
3. You are passing a friend of yours in the hallway at school in the morning.
4. You respond to a co-worker who is asking for a copy of the new schedule.
5. You are meeting one of the new part-time student workers at the company where you work. (Use your own name in your response. In the sample response, the name Susan Smith will be used.)
6. You are passing a co-worker in the hall.
7. A co-worker is leaving work at the end of the day.
8. You have been visiting your friend's house for dinner. You are now leaving and your friend's mother is speaking to you.
9. Your host mother has returned home from work.

Now it's your turn to start the conversation based on the given context. Listen to how the other person reacts to you. For some items, you may not get a verbal response. If you hear something unfamiliar, rely on what you know to choose the correct answer.

10. You are greeting the other employees when you arrive at the office in the morning.
11. Your boss has been on a business trip the past few days. He has just returned to the office.
12. You sit down next to a friend in class in the morning. It is the first time you've seen your friend today.
13. You and a classmate are both trying to go through the door to class at the same time. Invite your classmate to go first.
14. You are about to finish meeting one of your superiors at work for the first time.
15. You are visiting a teacher in her office in the afternoon.
16. A cashier is asking if you would like your receipt. You would like the receipt.
17. You are passing a teacher in the hall in the afternoon.
18. You are leaving work at the end of the day.
19. You are just about to eat dinner with your host family. Your host mother made the dinner.
20. You are meeting some friends from school for dinner in the evening.

し 知ってる? *Shitte'ru?* What do you know?

Select the most appropriate option and write the letter in the space on your answer sheet.

1. You would say はい *Hai* when you _____. (BTS 1)
 - a. thank someone for something he did
 - b. ask someone to do something for you
 - c. hand something over to someone

2. ~さん, ~^{せんせい}先生, and ~くん (~*san*, ~*sensei*, and ~*kun*) are not attached to your _____ name. (BTS 2)
- co-worker's
 - own
 - teacher's
3. What is the conventional order of names in Japanese? (BTS 2)
- Surname then the given name
 - Given name then surname
4. Sometimes ~さん ~*san* is dropped after someone's name. Who is more likely to do so? (BTS 2)
- A host to a guest
 - An assistant to a supervisor
 - A manager to an assistant
5. You want to thank your teacher for her signature on a form. What would you say? (BTS 4)
- ありがとう。 *Arigatoo*.
 - ありがとうございました。 *Arigatoo gozaimashita*.
 - ^{ねが}お願いします。 *Onegai shimasu*.
6. You want to preface your request with an apology. (BTS 5)
- すみません。 *Sumimasen*.
 - ^{ねが}お願いします。 *Onegai shimasu*.
 - ^{しつれい}失礼しました。 *Shitsurei shimashita*.
7. You've just introduced yourself by name to the new intern. What else could you add? (BTS 9)
- どうもありがとう。 *Doomo arigatoo*.
 - こちらこそ。 *Kochira koso*.
 - ^{ねが}よろしくお願いします。 *Yoroshiku onegai shimasu*.
8. Upon entering the teacher's office, you would say _____. (BTS 11)
- ^{ねが}お願いします。 *Onegai shimasu*.
 - ^{さき}^{しつれい}お先に失礼します。 *Osaki ni shitsurei shimasu*.
 - ^{しつれい}失礼します。 *Shitsurei shimasu*.
9. It's 9:00 a.m. and you greet your new host family's father. What would you say? (BTS 12)
- おはよう。 *Ohayoo*.
 - おはようございます。 *Ohayoo gozaimasu*.
 - こんにちは。 *Konnichi wa*.

10. It's 9:00 a.m. and you leave your homestay for school. What would you say to your host mother? (BTS 17)
- a. そうなら。 *Sayoonara*.
 - b. バイバイ。 *Bai bai*.
 - c. 行^いってきます。 *Itte kimasu*.
11. You say goodbye to your best friend after school. (BTS 18)
- a. では、失^{しつれい}礼します。 *De wa, shitsurei shimasu*.
 - b. さよなら。 *Sayonara*.
 - c. じゃね、また。 *Ja ne, mata*.
12. You greet your roommate who has just come home. What would you say? (BTS 17)
- a. 行^いってらっしゃい。 *Itte rasshai*.
 - b. お帰^{かえ}りなさい。 *Okaerinasai*.
 - c. ただいま。 *Tadaima*.
13. You're being introduced to the mayor of the town. How would you refer to yourself in your introduction? (BTS 15)
- a. 僕^{ぼく} *Boku*
 - b. あたし *Atashi*
 - c. 私^{わたくし} *Watakushi*
14. You're about to start eating dinner with your friend. What would you say? (BTS 13)
- a. いただきます。 *Itadakimasu*.
 - b. どうぞ。 *Doozo*.
 - c. ご馳^ち走^{そう}様でした。 *Gochisoosama deshita*.
15. You're finishing a meal with your co-worker. What would you say? (BTS 13)
- a. お疲^{つか}れ^{さま}様でした。 *Otsukaresama deshita*.
 - b. ご馳^ち走^{そう}様でした。 *Gochisoosama deshita*.
 - c. 失^{しつれい}礼しました。 *Shitsurei shimashita*
16. You've come to the end of a workshop and want to thank everyone for their work. What would you say? (BTS 22)
- a. では、また。 *De wa, mata*.
 - b. 失^{しつれい}礼しました。 *Shitsurei shimashita*.
 - c. お疲^{つか}れ^{さま}様でした。 *Otsukaresama deshita*.
17. Each kana symbol represents a _____. (BTL 1)
- a. word
 - b. sound
 - c. mora

18. Kanji were originally borrowed from _____. (BTL 2)
- a. China
 - b. Korea
 - c. Nepal
19. 縦書き ^{たてが}*Tategaki* refers to script that is written _____. (BTL 3)
- a. left to right, horizontally
 - b. right to left, vertically
 - c. left to right, vertically
20. Furigana is also called _____. (BTL 4)
- a. *rubi*
 - b. *kanji*
 - c. *ten-ten*
21. 振仮名 ^{ふりがな}*Furigana* refers to kana that _____. (BTL 4)
- a. assists readers with pronunciation
 - b. substitutes for kanji in *tategaki*
 - c. helps people to write kanji
22. 原稿用紙 ^{げんこうようし}*Genkooyooshi* refers to _____. (BTL 5)
- a. small squares for writing kanji
 - b. writing assignments
 - c. special paper for writing Japanese

だい に まく
第 2 幕
Act 2

だいじょう ぶ
大丈夫です。

Daijoobu desu.

It'll be fine.

せん り みち いっ ぽ
千里の道も一歩から *Senri no michi mo ippo kara*
A journey of a thousand miles begins
with a single step.

◆ Scene 2-0 れんしゅう 練習 *Renshuu* Practice

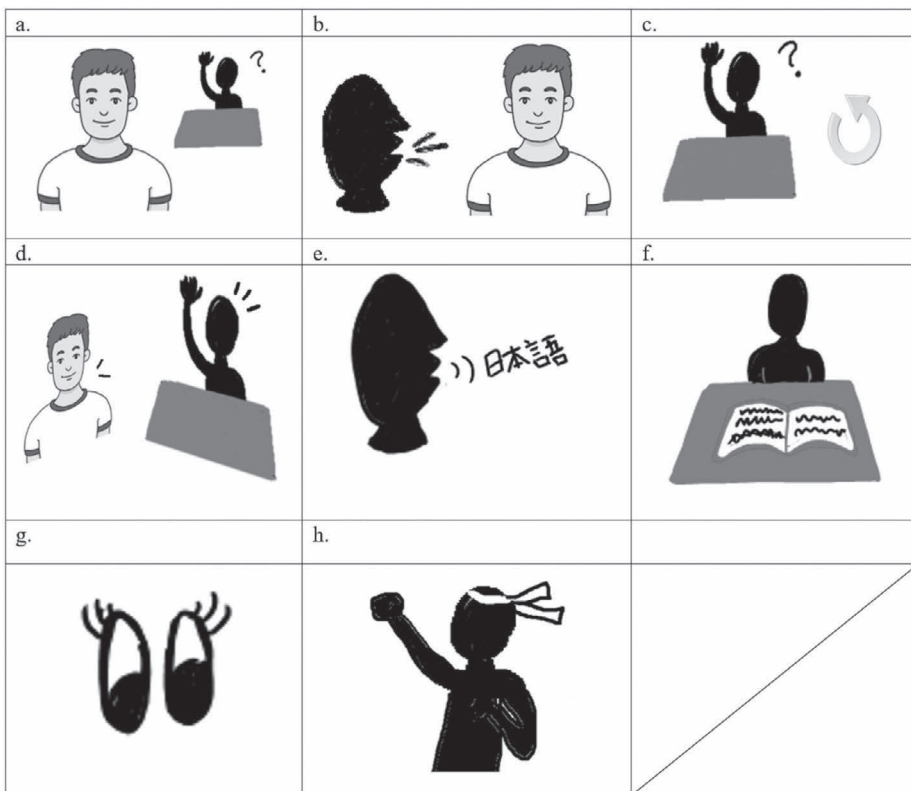
り かいれんしゅう 理解練習 *Rikai renshuu* Comprehension practice



2-0-1C Responding to instructional expressions

Listen and select from the illustrations the appropriate response to each instructional expression.

- Ex. 1. d Ex. 2. c 3. 4. 5.
 6. 7. 8. 9. 10.
 11. 12. 13. 14. 15.
 16. 17. 18. 19. 20.





2-0-2C Responding appropriately

Listen to the audio and select the most appropriate response to the command.

- Ex. 1. c Ex. 2. a 3. 4. 5.
6. 7. 8. 9.

Ex. 1.

- a. Tell Jones-san the answer one more time.
- b. Ask Jones-san a question.
- c. Say it to Jones-san.
- d. Repeat what Jones-san said.

Ex. 2.

- a. Read something.
 - b. Ask a question.
 - c. Listen to the teacher.
 - d. Close your book.
- 3.
- a. Respond to what was said.
 - b. Ask a question.
 - c. Stop using any language other than Japanese.
 - d. Put your phone away.
- 4.
- a. Tell Chen-san the answer.
 - b. Ask Chen-san a question.
 - c. Say it to Chen-san again.
 - d. Listen.
- 5.
- a. Stop using any language other than Japanese.
 - b. Respond when it's your turn.
 - c. Say it together with the rest of the class.
 - d. Close your book.
- 6.
- a. Put your phone away.
 - b. Respond to what was said.
 - c. Listen.
 - d. Say it louder.

7.

- a. Listen.
- b. Look at something.
- c. Say it again.
- d. Put your phone away.

8.

- a. Ask Smith-san one more time.
- b. Repeat what Smith-san said.
- c. Tell Smith-san the answer.
- d. Say it to Smith-san.

9.

- a. Repeat what Wilson-san said.
- b. Ask Wilson-san one more time.
- c. Say “Wilson-san” more clearly.
- d. Give the answer to Wilson-san.



2-0-3C What's going on?

Listen to each conversation and select from the list the description that best tells what the man is doing. Use each description only once.

Ex. 1. c

Ex. 2. d

3. _____

4. _____

5. _____

6. _____

7. _____

- a. Reading a name.
- b. Thanking for something he received.
- c. Agreeing to speak in Japanese.
- d. Bidding farewell.
- e. Greeting his subordinate.
- f. Making a request to a new acquaintance.
- g. Beginning a meal.

◆ Scene 2-1 ^{れんしゅう}練習 Renshuu Practice

^{り かいれんしゅう}理解練習 Rikai rensuu Comprehension practice



2-1-1C Yes or no? (BTS 1)

Listen to each statement and select from the list the English that corresponds to what the speaker says.

- Ex. 1. a Ex. 2. b 3. 4. 5.
 6. 7. 8. 9. 10.

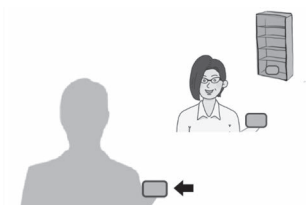
- Ex. 1. a. I'll do it.
 b. I won't do it.
- Ex. 2. a. I understand it.
 b. I don't understand it.
3. a. I can do this.
 b. I can't do this.
4. a. I'll do my best.
 b. I'll go easy.
5. a. It's that one that we both know about.
 b. It's not that one that we both know about.
6. a. I'm all right.
 b. I'm not all right.
7. a. My choice is that one close to you.
 b. My choice is not that one close to you.
8. a. It's me.
 b. It's not me.
9. a. That is awesome.
 b. That's not a big deal.
10. a. It's fine.
 b. It's not fine.



2-1-2P Affirming and negating (BTS 1, 2, 5)

Respond to Yagi-san's question based on the illustrations. If Yagi-san is correct, respond affirmatively. If Yagi-san is incorrect, use the negative form *ja nai desu* in your response. Remember that Yagi-san will refer to something that you have with *それ sore*, but you will refer to the same item with *これ kore*, and vice-versa.

Ex. 1.



Yagi-san それですか。

Sore desu ka?

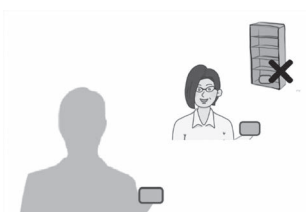
Is it that one?

You はい、これです。

Hai, kore desu.

Yes, it's this one.

Ex. 2.



Yagi-san あれですか。

Are desu ka?

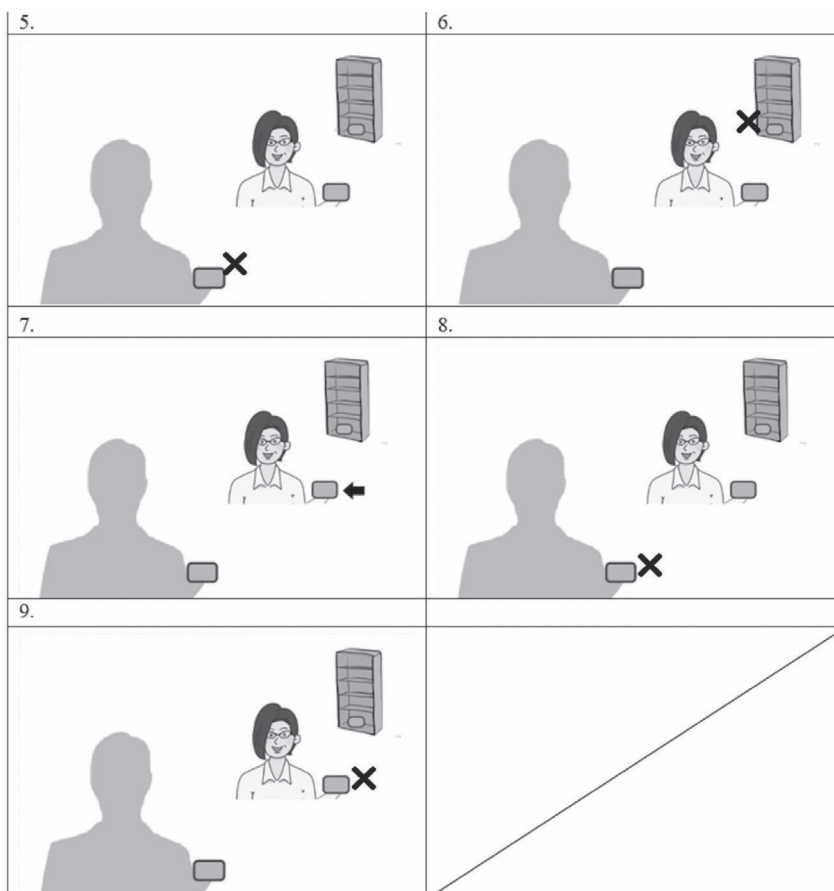
Is it that one over there?

You いえ、あれじゃないです。

Ie, are ja nai desu.

No, it's not that one over there.

3.	4.
-----------	-----------



2-1-3P Refuting an idea (BTS 1, 5)

Let Tanaka-san know that her assumption is incorrect.

Ex. 1.

Tanaka-san	わかりますか？	<i>Wakarimasu ka?</i>	Do they understand?
You	いえ、わかりません。	<i>Ie, wakarimasen.</i>	No, they don't.

Ex. 2.

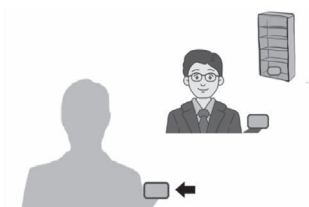
Tanaka-san	先生ですか？	<i>Sensee desu ka?</i>	Is she a teacher?
You	いえ、先生じゃありません。	<i>Ie, sensee ja arimasen.</i>	No, she isn't.



2-1-4P Expressing doubt (BTS 1, 2, 3, 4)

Express your doubt about what Kanda-san says by asking a question. Refer to the illustration to identify the item under discussion in your response.

Ex. 1.



Kanda-san できます。

Dekimasu.

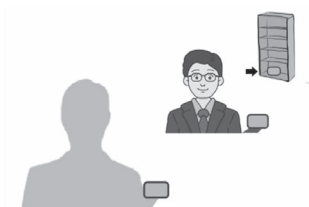
I can do it.

You これ、できますか？

Kore, dekimasu ka?

Can you do this
(near me)?

Ex. 2.



Kanda-san ^{だいじょうぶ}大丈夫じゃないです。

*Daijoobu ja nai
desu.*

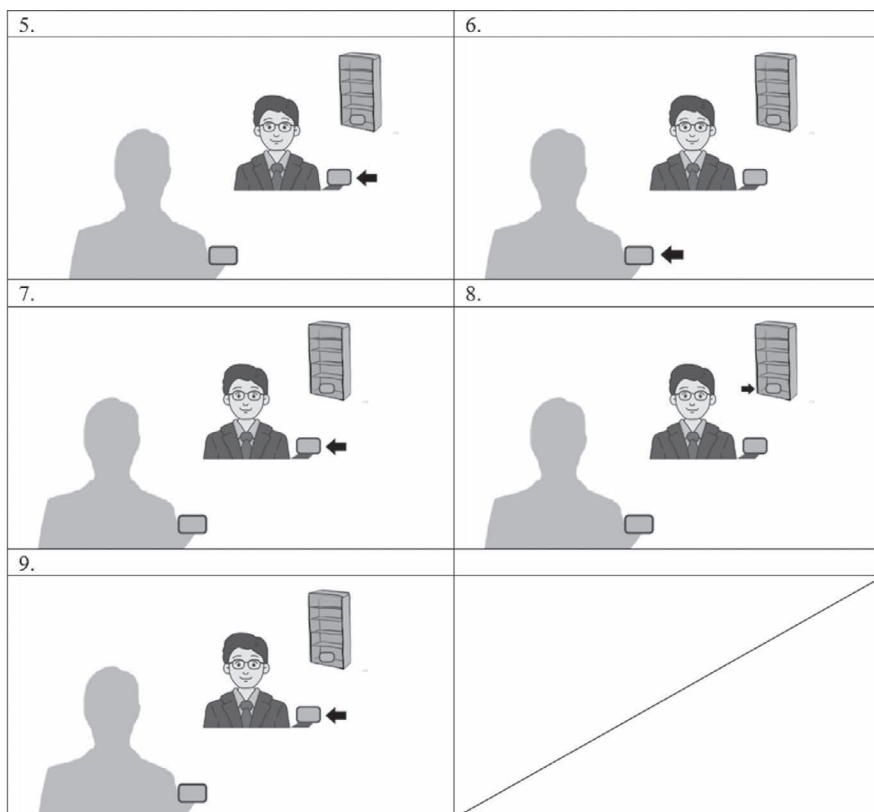
It's not okay.

You あれ、^{だいじょうぶ}大丈夫じゃないですか？

*Are, daijoobu ja nai
desu ka?*

Is that (over there)
not okay?

3.	4.



◆ Scene 2-2 ^{れんしゅう}練習 *Renshuu* Practice

^{り かいれんしゅう}理解練習 *Rikai rensuu* Comprehension practice



2-2-1C Checking the schedule (BTS 4, 6)

Listen to Professor Sakamoto announce tasks and write them on the designated day in the planner.

TODAY

- Homework
- Test
-
-

TOMORROW

-
-
-
-



2-2-2C Knowing where they are coming from (BTS 3, 6)

Circle a, b, or c to identify whether the speaker is (a) asking a question; (b) seeking confirmation; (c) telling you something new or significant.

Ex. 1. a / (b) / c

Ex. 2. a / b / (c)

3. a / b / c

4. a / b / c

5. a / b / c

6. a / b / c

7. a / b / c

8. a / b / c

9. a / b / c

10. a / b / c

11. a / b / c

12. a / b / c

^{じつえんれんしゅう}実演練習 *Jitsuen rensuu* Performance practice



2-2-3P Providing correction (BTS 1, 3, 6, 14)

Your colleague Murata-san is checking on things with you. Respond “no” to his questions. If he asks an affirmative question, soften your response with *nee*. If he asks a negative question, provide an assertive response with *yo*.

Ex. 1.

Murata-san わかりますか？ *Wakarimasu ka?* Do you understand?

You いえ、わかりませんねえ。 *Ie, wakarimasen nee.* No, I don't, you know.

Ex. 2.

Murata-san	しないですか?	<i>Shinai desu ka?</i>	Are you not going to do it?
You	いえいえ、しますよ。	<i>Ieie, shimasu yo.</i>	No, I will do it.



2-2-4P Correcting a misconception (BTS 7, 8, 9)

When Kadota-san, a staff member at the international student office, assumes you'll do a task, react with surprise asking if he means for YOU (to do it) and check the timeline he mentions. Politely, and hesitantly, tell him you can't. Then apologize.

Ex. 1.

Kadota-san	レポート、今日書きま すね?	<i>Repooto, kyoo kakimasu ne?</i>	You are going to write the report, today, right?
You	あのう、私ですか? 今日ですか? ええと、い え、ちょっと……。すみ ません。	<i>Anoo, watashi desu ka? Kyoo desu ka? Eeto, ie, chotto . . . Sumimasen.</i>	Umm, you mean, me? Today? Umm, it's not possible. Sorry.

Ex. 2.

Kadota-san	今、テスト始めますね?	<i>Ima, tesuto hajimemasu ne?</i>	You are going to start the test now right?
You	あのう、私ですか? 今 ですか? ええと、いえ、 ちょっと……。すみま せん。	<i>Anoo, watashi desu ka? Ima desu ka? Eeto, ie, chotto . . . Sumimasen.</i>	Umm, you mean, me? Now? Umm, it's not possible. Sorry.

2-2 腕試し Udedameshi Tryout

Observe Japanese people talking to each other, and listen for *chotto*. You can observe people around you, or watch Japanese television shows or movies that use live actors. What did *chotto* mean when each speaker used it?

◆ Scene 2-3 ^{れんしゅう}練習 *Renshuu* Practice

^{り かいれんしゅう}理解練習 *Rikai renshuu* Comprehension practice



2-3-1C What's being offered? (BTS 10)

Listen to each conversation and select the food or beverage that is being offered.

- Ex. 1. b Ex. 2. e 3. 4. 5.
6. 7. 8. 9. 10.

- | | | | | |
|--------------|-----------|----------|---------------|---------------|
| a. breakfast | b. udon | c. ramen | d. cake | e. curry rice |
| f. soba | g. coffee | h. tea | i. boxed meal | j. water |
| k. milk | l. beer | m. juice | | |



2-3-2C Accepted or declined? (BTS 11, 12)

Listen to each conversation and write A if the invitation is accepted and D if it is declined.

- Ex. 1. a Ex. 2. d 3. 4. 5.
6. 7. 8. 9. 10.

^{り かいじつえんれんしゅう}理解実演練習 *Rikai jitsuen renshuu* Comprehension and performance practice



2-3-3CP Inviting a colleague (BTS 11)

Based on the illustration, invite a colleague to have some food/beverage or engage in an activity. Then listen to the model and the response and mark each item as accepted (😊) or declined (😞).

Ex. 1.



- You クッキー、よかったら食べませんか? *Kukkii, yokattara tabemasen ka?* Won't you have some cookies, if you'd like?
- Colleague あ、いただきます。おいしそうですね。 *A, itadakimasu. Oishisoo desu ne.* Thank you. I'll take some. They look delicious.

Ex. 2.



- You 烏龍茶、よかったら飲みませんか? *Uuroncha, yokattara nomimasen ka?* Won't you have some Oolong tea, if you'd like?
- Colleague あ、今いいです。どうも。 *A, ima ii desu. Doo mo.* Oh, I'm okay now. Thanks.

3. 😊 . 😞	4. 😊 . 😞	5. 😊 . 😞	6. 😊 . 😞
7. 😊 . 😞	8. 😊 . 😞	9. 😊 . 😞	



2-3-4P Expressing agreement (BTS 14, 15)

Yoshida-san, a co-worker, comments about the items in the illustrations. Express your agreement, mentioning the item in your response.

Ex. 1.



Yoshida-san

すごいですねえ。

Sugoi desu nee.

(That's) amazing!

You

ええ、すごいケーキですねえ。

Ee, sugoi keeki desu nee.

Yeah, (that's) an amazing cake!

Ex. 2.



Yoshida-san

おもしろ
面白いですねえ。*Omoshiroi desu nee.*

(That's) interesting!

You

ええ、面白いクッキーですねえ。

Ee, omoshiroi kukkii desu nee.

Yeah, (that's) an interesting cookie!

3. 	4. 	5. 
6. 	7. 	

2-3 ^{うでだめ}腕試し *Udedameshi* Tryout

1. Try inviting your Japanese associates to partake in food and activities that may be enjoyable for them.
2. Try offering some food items to share with your Japanese colleagues, classmates, and other acquaintances. See if they use the name of the item in their echo questions.
3. Ask a Japanese friend or associate if she likes various kinds of food.

◆ Scene 2-4 練習 ^{れんしゅう} *Renshuu* Practice

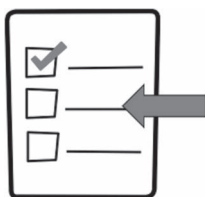
じつえんれんしゅう 実演練習 *Jitsuen rensuu* Performance practice



2-4-1P Leaving it open-ended (BTS 16)

Your associate asks you to confirm an assumption. Agree while suggesting there is more to the story.

Ex. 1.



Tanaka-san これ、今^{いま}しますね?

Kore, ima shimasu ne?

You are going to do this now, right?

You しますけど……。

Shimasu kedo...

Yes, but (why do you ask?)

Ex. 2.

Tanaka-san あした、忙^{いそが}しいですね?

Ashita, isogashii desu ne?

You are busy tomorrow, right?

You 忙^{いそが}しいですけど……。

Isogashii desu kedo...

Yes, I am, but (why do you ask?)

◆ Scene 2-5 ^{れんしゅう}練習 Renshuu Practice

^{り かいれんしゅう}理解練習 Rikai rensuu Comprehension practice



2-5-1C What's going on? (BTS 7, 16, 17)

In each exchange, you will hear a word from the こちら *kochira*, そちら *sochira*, あちら *achira*, どちら *dochira* series. Circle what the word refers to. If you hear something unfamiliar, rely on what you know to choose the correct answer.

- | | | | |
|--------|--|--|-----------|
| Ex. 1. | a) location | ☒ b) object | c) person |
| Ex. 2. | ☒ a) location | b) object | c) person |
| 3. | a) location | b) object | c) person |
| 4. | a) location | b) object | c) person |
| 5. | a) location | b) object | c) person |



2-5-2C Asking or stating? (BTS 18)

Listen to what the man says and circle the type of utterance you hear.

- | | | |
|--|--|-------------------------|
| Ex. 1. Question / ☒ Statement | Ex. 2. ☒ Question / Statement | 3. Question / Statement |
| 4. Question / Statement | 5. Question / Statement | 6. Question / Statement |
| 7. Question / Statement | 8. Question / Statement | 9. Question / Statement |



2-5-3C Acknowledgment or disbelief? (BTS 19)

Listen to how Sasha responds to Murata-san, her co-worker. Then mark the happy face if Sasha simply acknowledges what he said, or the surprised face if she expresses some surprise or disbelief. If you hear something unfamiliar, rely on what you know to choose the correct answer.

- | | | |
|--------|---|---|
| Ex. 1. |  |  |
| Ex. 2. |  |  |
| 3. |  |  |

4.
5.
6.



じつえんれんしゅう

実演練習 Jitsuen renshuu Performance practice



2-5-4P Responding to new information (BTS 19)

Respond to your colleague with *Soo desu ka.* (acknowledgment) or *Soo desu ka?* (disbelief), according to the illustrations.

Ex. 1.



Tanaka-san

ごはんですか。^す好き
じゃありません。

*Gohan desu ka? Suki
ja arimasen.*

Rice? I don't like it.

You

そうですか。

Soo desu ka.

I see.

Ex. 2.



Tanaka-san

^{あさ}朝ごはん、^{ら あ め ん}ラーメン
ですね？

*Asagohan, raamen
desu ne?*

For breakfast,
ramen, right?

You

そうですか？

Soo desu ka?

Really?

3.



4.



5.



6.



7.



うでだめ

2-5 腕試し Udedameshi Tryout

Call your Japanese colleagues, classmates, and other acquaintances on their cell phones. Pay attention to what they say when they answer the phone.

◆ Scene 2-6 ^{れんしゅう}練習 *Renshuu* Practice

^{り かいれんしゅう}理解練習 *Rikai renshuu* Comprehension practice



2-6-1C What's going on? (BTS 25)

Listen to what your neighbor, Shirai-san, says and circle what she concludes. If you hear something unfamiliar, rely on what you know to choose the correct answer.

Ex. 1.

- a. Shirai-san is familiar with what is being talked about.
- ☒ b. Shirai-san doesn't know what is being talked about.

Ex. 2.

- ☒ a. Everything is fine.
- b. There is a problem.

3.

- a. Shirai-san will go tomorrow.
- b. Shirai-san won't go tomorrow.

4.

- a. It's amazing.
- b. It's not very impressive.

5.

- a. The person is a teacher.
- b. The person is not a teacher.

6.

- a. It's a good idea.
- b. It's not a very good idea.

7.

- a. Shirai-san likes it.
- b. Shirai-san doesn't like it.

8.

- a. Shirai-san can do it.
- b. Shirai-san can't do it.

- 9.
- a. It tastes good.
 - b. It doesn't taste good.
- 10.
- a. Everything is fine.
 - b. There is a problem.
- 11.
- a. It's going to be Shirai-san.
 - b. It is not going to be Shirai-san.



2-6-2C What's the style? (BTS 25)

Listen to what your neighbor, Shirai-san, says and circle the style she uses. If you hear something unfamiliar, rely on what you know to choose the correct answer.

- | | | |
|--------|--|--|
| Ex. 1. | a) formal | ☒ b) informal |
| Ex. 2. | ☒ a) formal | b) informal |
| 3. | a) formal | b) informal |
| 4. | a) formal | b) informal |
| 5. | a) formal | b) informal |
| 6. | a) formal | b) informal |
| 7. | a) formal | b) informal |
| 8. | a) formal | b) informal |
| 9. | a) formal | b) informal |

じつえんれんしゅう

実演練習 Jitsuen renshuu Performance practice



2-6-3P Expressing uncertainty (BTS 17, 22, 23, 24)

When a colleague, Uchida-san, asks you to identify someone or something, make a comment to yourself before responding that you are unsure. Be careful not to look at Uchida-san when making the self-directed comment.

Ex. 1.

- | | | | |
|------------|--------------------|---------------------------------------|---|
| Uchida-san | あちらは？ 寺田さん
ですか？ | <i>Achira wa? Terada-san desu ka?</i> | What about that
(one) over there? Is it
Terada-san? |
|------------|--------------------|---------------------------------------|---|

You	さあ、だれかなあ…… わかりませんねえ。	<i>Saa, dare ka naa . . .</i> <i>Wakarimasen nee.</i>	Hmmm, I wonder who. . . I'm not sure.
Ex. 2.			
Uchida-san	そちらは? お茶 ^{ちや} です か?	<i>Sochira wa? Ocha</i> <i>desu ka?</i>	What about that (one) over there? Is it tea?
You	さあ、何 ^{なに} かなあ…… わかりませんねえ。	<i>Saa, nani ka naa . . .</i> <i>Wakarimasen nee.</i>	Hmmm, I wonder what. . . I'm not sure.



2-6-4P Expressing uncertainty (BTS 23, 24, 25)

When a colleague, Tomoda-san, asks you about what Murata-san is going to do, make a comment to yourself before responding that you are unsure. Be careful not to look at Tomoda-san when making the self-directed comment.

Ex. 1.			
Tomoda-san	村 ^{むら} 田 ^た さん、来 ^き ます かね。	<i>Murata-san, kimasu</i> <i>kane.</i>	I wonder if Murata- san will come.
You	来ないかな。ちょっと わかりませんねえ。	<i>Konai kana. Chotto</i> <i>wakarimasen nee.</i>	I wonder if he won't. I'm not sure.
Ex. 2.			
Tomoda-san	村 ^{むら} 田 ^た さん、飲 ^の みます かね。	<i>Murata-san, nomi-</i> <i>masu kane.</i>	I wonder if Murata- san will drink.
You	飲まないかな。ちょっ とわかりませんねえ。	<i>Nomanai kana. Chotto</i> <i>wakarimasen nee.</i>	I wonder if he won't. I'm not sure.

うでだめ 2-6 腕試し Udedameshi Tryout

1. Using a Japanese newspaper (if using an online newspaper, such as *Yomiuri* or *Asahi*, be sure the website is displayed in Japanese!), ask the names of people whose pictures appear in the newspaper. Use an echo question to confirm the accuracy of your pronunciation.
2. Listen in on some conversations that occur between Japanese people around you to see if you can tell what titles are being used to address or refer to some of them.

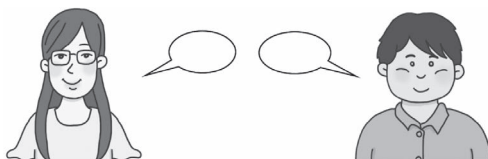
◆ Scene 2-7 れんしゅう 練習 *Renshuu* Practice

り かいれんしゅう 理解練習 *Rikai renshuu* Comprehension practice



2-7-1C Where is it? (BTS 28)

Listen to Amy ask Takashi the location of an item. Then circle where the item is. If you hear something unfamiliar, rely on what you know to choose the correct answer.



- | | | | |
|--------|--|-----------|--|
| Ex. 1. | ☒ a) by Takashi | b) by Amy | c) away from both of them |
| Ex. 2. | a) by Takashi | b) by Amy | ☒ c) away from both of them |
| 3. | a) by Takashi | b) by Amy | c) away from both of them |
| 4. | a) by Takashi | b) by Amy | c) away from both of them |
| 5. | a) by Takashi | b) by Amy | c) away from both of them |
| 6. | a) by Takashi | b) by Amy | c) away from both of them |
| 7. | a) by Takashi | b) by Amy | c) away from both of them |

じつえんれんしゅう 実演練習 *Jitsuen renshuu* Performance practice



2-7-2P Answering questions

Respond to your colleague Murata-san's assumptions based on the illustrations. Use ええ *ee* to indicate your agreement, and そうですか? *soo desu ka?* to indicate your disagreement.

Ex. 1.



Murata-san	おいしそうじゃないですね。	<i>Oishisoo ja nai desu ne.</i>	It doesn't look appetizing.
------------	---------------	---------------------------------	-----------------------------

You ^{べんとう}お弁当ですか? ええ、おいし *Obentoo desu ka? Ee,* This lunch box?
 そうじゃないですね。 *oishisoo ja nai desu* Right, it doesn't look
ne. delicious, does it.

Ex. 2.



Murata-san ^{とお}遠くないですね。 *Tooku nai desu ne.* It's not far, is it?
 You ^{かいしゃ}会社ですか? ^{とお}そうですか? 遠 *Kaisha desu ka? Soo* The company?
 いですよ。 *desu ka? Tooi desu yo.* Really? (I disagree)
 It's far, you know.

3. DORM	4. FOOD	5. \$ 5 0
6. 	7. HOMEWORK	8.
9. 		



2-7-3P Refuting an idea (BTS 23)

Tanaka-san asks you for your opinion. Assume your response is bad news, and use Particle ねえ *nee* to soften your response.

Ex. 1.

Tanaka-san	近い ^{ちか} ですか?	<i>Chikai desu ka?</i>	Is it close?
You	いえ、近 ^{ちか} くないですねえ。	<i>Ie, chikaku nai desu nee.</i>	No, it's not close.

Ex. 2.

Tanaka-san	美味 ^{おい} そうですね？	<i>Oishisoo desu ka?</i>	Does it look tasty?
You	いえ、美味 ^{おい} そうじゃないですねえ。	<i>Ie, oishisoo ja nai desu nee.</i>	No, it doesn't look tasty.

◆ Scene 2-8 ^{れんしゅう}練習 *Renshuu* Practice

^{り かいれんしゅう}理解練習 *Rikai rensuu* Comprehension practice



2-8-1C What's going on? (BTS 29)

Listen to each statement and select the option (a or b) that corresponds to what the speaker says.

- Ex. 1. ☐ a. It isn't tea.
 ☐ b. I don't have any tea.
- Ex. 2. ☐ a. Isn't that a cell phone?
 ☒ b. Do you not have a cell phone?
3. ☐ a. No, it's not ramen.
 ☐ b. No, I don't have any ramen.
4. ☐ a. It isn't beer.
 ☐ b. I don't have any beer.
5. ☐ a. It's not homework.
 ☐ b. I don't have any homework.

^{じつえんれんしゅう}実演練習 *Jitsuen rensuu* Performance practice



2-8-2P Checking on what's being asked (BTS 29)

Listen to your colleague's question and respond based on the illustration.

Ex. 1.



Colleague

^{こ お ひ い}
コーヒーですか？

Koohii desu ka?

Is (that) coffee?

You

これですか？ はい、
^{こ お ひ い}
コーヒーですよ。

Kore desu ka? Hai,
koohii desu yo.

(You mean) this? Yes,
it's coffee.

Ex. 2.



Colleague コーヒー、ありますか？

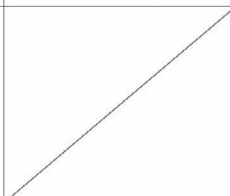
Koohii arimasu ka?

Do you have coffee?

You コーヒーですか？ はい、
ありますよ。

*Koohii desu ka? Hai,
arimasu yo.*

Coffee? Yes, we have
(some).

3. 	4. 	5. 	6. 
7. 	8. 	9. 	

◆ Scene 2-9 ^{れんしゅう}練習 Renshuu Practice

^よ読み練習 ^{れんしゅう}Yomi-renshuu Reading practice

2-9-1R Identifying things and people

Identify where the thing or person is in relation to the writer.

- a. Near the writer
- b. Near the addressee
- c. Away from the writer and the other person
- d. Not sure

Ex. 1. ことです。 a

Ex. 2. そうです。 b

3. そうですか。 _____

4. あれですか。 _____

5. どれですか。 _____

6. あ、あれですか。 _____

7. あれ、だれですか。 _____

8. どれですか。これですか。 _____

2-9-2R Asking various questions

Indicate whether the following questions are yes/no questions or wh-questions (questions that require more than yes or no).

Ex. 1. これ、どうですか。 Yes/no Wh

Ex. 2. あれ、^{たか}高いですか。 Yes/no Wh

3. ^{しごと}仕事、ありませんか。 Yes/no Wh

4. ^{てらだ}寺田さん、どちらですか。 Yes/no Wh

- | | | |
|------------------|--------|----|
| 5. 神田さん、そちらですか。 | Yes/no | Wh |
| 6. 先生、今、お宅ですか。 | Yes/no | Wh |
| 7. 坂田さん、行きませんか。 | Yes/no | Wh |
| 8. 赤坂さん、今忙しいですか。 | Yes/no | Wh |

書き練習 *Kaki-renshuu* Writing practice

文字練習 *Moji renshuu* Symbol practice

Use the Symbol Practice sheets in Appendix A to practice *hiragana* characters #1-24 for Scene 2-9.

2-9-3W Writing furigana

Based on the romanized scripts, write the furigana for the following names on the guest list. Remember, names written in Japanese start with the last name followed by the first name, which is the opposite of the Western order that appears in the romanized scripts.

ゲストリスト

Ex. 1. 安西 義男 Yoshio Anzai	4. 須田 友恵 Tomoe Suda
Ex. 2. 立石 空 Sora Tateishi	5. 有山 斗真 Tooma Ariyama
3. 金子 良樹 Yoshiki Kaneko	6. 福地 怜 Rei Fukuchi

◆ ひょう か 評価 *Hyooka Assessment*

Answer sheet templates are provided in Appendix B for the Assessment sections.



き 聞いてみよう *Kiite miyoo* Listening comprehension

Read the context, listen to the audio, and then answer the questions. If you hear something unfamiliar, rely on what you know to choose the correct answer.

1. Class just started.
 - a. Who is the woman?
 - b. What is the most likely reason that Wang-san is apologizing?
2. Kanda-san is looking at a file in a document case near the Division Chief, Yagi-san's desk.
 - a. What does Kanda-san want to do?
 - b. Why does Yagi-san apologize?
 - c. Why does Kanda-san apologize?
3. Sasha and her work associate have been working hard on a project.
 - a. What have they decided to do?
 - b. Which of them seems to be primarily in charge of this project?
4. Kanda-san is talking to Sasha on the phone.
 - a. What day are they talking about?
 - b. Where will Sasha work that day?
 - c. How does Kanda-san feel about this?
5. Takashi, a Japanese student at a US college, makes a comment about a task that his friend, Amy, is doing.
 - a. What does Takashi think of the task Amy is doing?
 - b. What is Amy's response?
 - c. Does Takashi agree with Amy?
6. A man just walked into the office of Ogaki Trading.
 - a. Who is the man looking for?
 - b. What does the woman think the person in question is doing?
 - c. How certain is she of this?
7. Kanda-san and Yagi-san are talking to each other.
 - a. What item is being discussed?
 - b. How does Kanda-san react to what Yagi-san tells him?
 - c. What is Yagi-san's response to Kanda-san's reaction?

8. Brian is talking to his homestay mother, Mrs. Shirai.
 - a. What does Brian offer to do?
 - b. Is the thing Mrs. Shirai refers to near her or near Brian?
 - c. Does Mrs. Shirai think the task will be easy or difficult?
9. Takashi is talking to his friend Amy.
 - a. Is Takashi's initial question a factual question or an invitation?
 - b. How does Amy respond?
 - c. What reason does Amy give for her response?
10. Kanda-san and Sasha are walking back from a morning meeting.
 - a. What does Kanda-san suggest?
 - b. Does Sasha accept or reject the invitation?
 - c. What does Sasha suggest?
 - d. How does Kanda-san respond to this suggestion?



つか
使ってみよう **Tsukatte miyoo Dry run**

Listen to Kanda-san's questions and respond based on the context provided.

1. You are able to do the job that needs to be done.
2. You don't know any French.
3. You think the new poster is amazing.
4. You are fluent in English.
5. The new equipment is quite difficult to operate.
6. The train station is not far away.
7. It's oolong tea, not black tea.
8. There is juice.

Now it's your turn to start the conversation based on the given context. Listen to how the other person reacts to you. For some items, you may not get a verbal response. If you hear something unfamiliar, rely on what you know to choose the correct answer.

9. You are attending a reception. There is a large selection of delicious food. Tell your colleague that it looks delicious.
10. Ask your colleague what she'll have for (a) lunch; (b) dinner.
11. Ask a senior student if there isn't (a) homework; (b) a convenience store; (c) a restroom.
12. You and your colleague are trying to decide what to have for dinner. Ask if he likes (a) curry rice; (b) yakitori; (c) sushi; (d) soba noodles.
13. Ask your colleague if there is anything to be done.
14. Ask your colleague which of the two containers holds (a) milk; (b) dinner; (c) homework assignments; (d) reports; (e) cell phones.

15. Assuming that the junior student knows what you are talking about, invite him to
(a) write it; (b) start it; (c) do it; (d) end it; (e) do his best; (f) go there; (g) read it.

よ 読んでみよう *Yonde miyoo* Contextualized reading

In the following exercises you will encounter various texts that are used in contemporary Japanese society, along with a description of the context and other relevant information. By ‘text’ here we mean any printed work, whether it is a book, a newspaper, an academic paper, an advertisement, or an email.

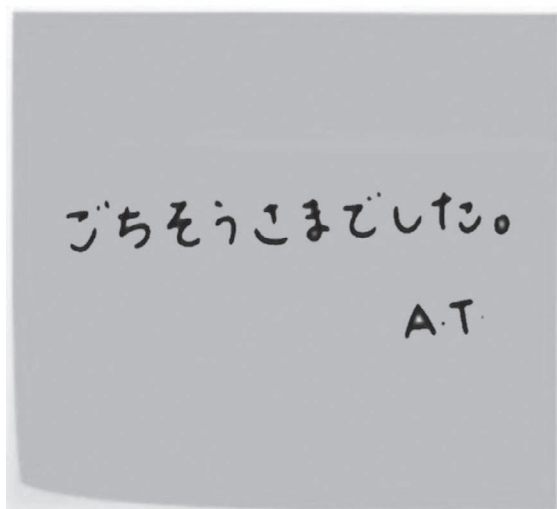
In any culture you are likely to see a multitude of texts and text types. Some (handwritten notes, text messages, and emails) are short and to the point, especially when the reader and writer know each other well. Such short messages can be similar in style to spoken language. Later we will contrast these short texts with longer, more complex texts that you are likely to come across in Japanese.

Handwritten memos

1. Iida-san, your coworker, borrowed your folder yesterday. Today you find this handwritten sticky note on the folder.



- a. What is the purpose of this note?
2. The other day, you gave Terada-san, your acquaintance, some homemade sweets in a plastic container. Today you received a handwritten note on the empty container from Terada-san.



- a. What is the purpose of this note?

Text messages

The following examples assume you are reading the texts with some help from a furigana-generating website, browser add-on, or app.

1. Here is a text message that you received from Kanda-san.



- a. What does the sender want to know?

2. Here is another text message you received from Kanda-san.



a. What does the sender want to know?

3. You sent your new friend a photo of a dish at a new restaurant. He responds:



- a. How does your friend react to the photo?
- b. What does he ask?



か 書き取り *Kakitori* Dictation

Listen, imagine the context, repeat silently what you hear, then write it down.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

か 書いてみよう *Kaite miyoo* Contextualized writing

Consider the context provided and write a note according to the directions.

1. You are returning a book you borrowed from your colleague. On a sticky note attached to the book, write a thank-you memo.



2. You have found a folder your colleague was looking for. Leave it on his desk with a sticky note asking if this is it.



し 知ってる? *Shitte'ru*? What do you know?

Select the most appropriate option and write the letter in the space on your answer sheet.

1. You ask if there's a particular item on the menu. (BTS 4, 29)
すみません。_____ ありますか。 *Sumimasen. _____ arimasu ka.*
 - a. ケーキ *Keeki*
 - b. どこ *Doko*
 - c. おいしい *Oishii*
2. You warn your co-worker about an upcoming event. (BTS 1)
_____ ないですよ。 _____ *nai desu yo.*
 - a. おもしろそう *Omoshirosoo*
 - b. おもしろく *Omoshiroku*
 - c. つまらない *Tsumaranai*
3. You have some doubt about whether something is okay. (BTS 3, 6, 24)
いい _____ *Ii _____*
 - a. ね! *ne!*
 - b. よ。 *yo.*
 - c. かなあ。 *ka naa.*
4. You don't understand something that's right in front of you. (BTS 2)
_____ わかりませんねえ。 _____ *wakarimasen nee.*
 - a. これ *Kore*
 - b. それ *Sore*
 - c. あれ *Are*
5. You think something looks delicious. (Scene 2-3)
_____ ですねえ。 _____ *desu nee.*

- a. おいしい *Oishii*
- b. おいしそう *Oishisoo*
- c. おもしろい *Omoshiroi*

6. You disagree with someone's opinion. (BTS 1)

いや、_____ じゃないですよ。 *Iya, _____ ja nai desu yo.*

- a. 高く ^{たか} *takaku*
- b. きれい *kiree*
- c. しません *shimasen*

7. You want to clarify what someone else is talking about. (BTS 7)

今日 ^{きょう} _____ *Kyoo* _____

- a. ですか。 *desu ka.*
- b. は? *wa?*
- c. ですよ。 *desu yo.*

8. You're reluctant to comply with a request. (BTS 9)

- a. できません。 *Dekimasen.*
- b. わかりません。 *Wakarimasen.*
- c. ちょっと。 *Chotto.*

9. You've just been complimented by your co-worker. You respond: (BTS 5)

- a. いえいえ。 *Ieie.*
- b. ちょっと。 *Chotto.*
- c. そうですね! *Soo desu ne!*

10. Your co-worker thinks you can't do a task. You agree. (BTS 5)

- a. はい、できます。 *Hai, dekimasu.*
- b. いいえ、できません。 *Iie, dekimasen.*
- c. はい、できません。 *Hai, dekimasen.*

11. You invite an office visitor to drink some tea. (BTS 11)

- a. いただきますか。 *Itadakimasu ka.*
- b. ^の飲みませんか。 *Nomimasen ka.*
- c. ^{う ろ ん ちや}ウーロン茶じゃないですか。 *Uuroncha ja nai desu ka.*

12. You ask your friend where the keys to the cabinet are. (BTS 28)

- a. どうですか。 *Doo desu ka.*
- b. どれですか。 *Dore desu ka.*
- c. どっちですか。 *Dotchi desu ka.*

13. Hiragana is not used to write _____. (BTL 1)
- a. inflections
 - b. Arabic numerals
 - c. function words
14. Hiragana symbols have their origin in _____. (BTL 1)
- a. kanji characters
 - b. spoken language
 - c. technological advances
15. A dot between a series of symbols indicates _____. (BTL 2)
- a. the end of a quotation
 - b. that they are separate words
 - c. that something has been omitted
16. Two small dots or slashes " at the top right of a symbol indicate _____. (BTL 2)
- a. a direct quote
 - b. the consonant value of the symbol changes from voiceless to voiced
 - c. the consonant value of the symbol changes from voiced to voiceless



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だいさんまく
第 3 幕
Act 3

なん じ
何時ですか？

Nan-ji desu ka?

What time is it?

いそ まわ
急がば回れ *Isogaba maware*

More haste, less speed.

(Literally, ‘If you are in a hurry, go the long way.’)

◆ Scene 3-1 練習 *Renshuu* Practice

Answer sheet templates are provided in Appendix B for the Assessment sections.

理解実演練習 *Rikai jitsuen renshuu* Comprehension and performance practice



3-1-1CP Asking about acronyms (BTS 1, 4, 5)

Ask Matsuura-san the meaning of an acronym, following the pattern in the example. Write down what you find out.

You	JLCって何ですか？	<i>JLC tte nan desu ka?</i>	What is JLC?
Matsuura-san	ジャパニーズ・ランゲージ・クラブのことですね。	Japanese Language Club <i>no koto desu ne.</i>	It means Japanese Language Club.

Ex. 1. JLC Japanese Language Club

Ex. 2.	JR	Japan Rail
--------	----	------------

3. NG

4. OL

5. CM

6. JSO

実演練習 *Jitsuen renshuu* Performance practice



3-1-2P Agreeing with an opinion (BTS 2)

Agree with Kanda-san based on the illustration and the pattern in the example.

Ex. 1.



Kanda-san きれいですねえ。

Kiree desu nee.

It's beautiful, isn't it.

You そうですねえ。きれいなケーキですねえ。

Soo desu nee. Kiree na keeki desu nee.

It is. It's a beautiful cake, isn't it.

Ex. 2.



Kanda-san 難しいですねえ。

Muzukashii desu nee.

It's difficult, isn't it.

You そうですねえ。難しい日本語ですねえ。

Soo desu nee. Muzukashii nihongo desu nee.

It is. It's difficult Japanese, isn't it.

3.	4.	5.	6.
			福沢大学 ねこサークル  CAT CLUB



3-1-3P Confirming the topic before answering the question (BTS 2)

Listen to Yamada-san's question. Confirm the topic and then agree, following the pattern in the example.

Ex. 1.



Yamada-san 大きいですか?

Ookii desu ka?

Is it big?

You 神田さんの会社ですか? そ
うですね。

*Kanda-san no kaisha
desu ka? Soo desu ne.*

Kanda-san's
company? Yes, it is.

Ex. 2.



Yamada-san 遠いですか?

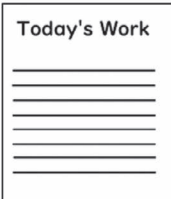
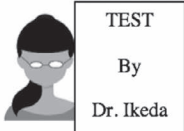
Tooi desu ka?

Is it far?

You 寺田さんのお宅ですか? そ
うですね。

*Terada-san no otaku
desu ka? Soo desu ne.*

Terada-san's home?
Yes, it is.

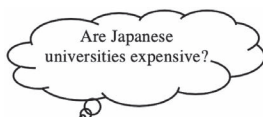
3. 	4. 	5. 	6. 
7. 	8. 	9. 	



3-1-4P Picking up on a topic (BTS 4)

Pick up on a topic and ask Miyazaki-san a question about it, based on the information given. See how much of Miyazaki-san's response you can get. It may contain some unfamiliar expressions.

Ex. 1.



You	日本の大学って高いですか?	<i>Nihon no daigaku tte takai desu ka?</i>	Are Japanese universities expensive?
Miyazaki-san	そうですね。高いですね。	<i>Soo desu nee. Takai desu ne.</i>	Yes, I suppose they are expensive.

Ex. 2.



You	ロシア語って難しいですか?	<i>Roshiago tte muzukashii desu ka?</i>	Is Russian difficult?
Miyazaki-san	すごく難しいです!	<i>Suggoku muzukashii desu!</i>	Yes, it's really difficult!

3.	4.	5.

3-1 腕試し Udedameshi Tryout

1. Introduce yourself to a Japanese exchange student and find out his/her home university.
2. Introduce yourself to a Japanese professional and find out what company s/he works for.

◆ Scene 3-2 練習 *Renshuu* Practice

理解練習 *Rikai renshuu* Comprehension practice



3-2-1C What's going on? (BTS 12)

Select the option that best corresponds to what the speaker thinks or does.

- | | | | |
|--------|---|--|--|
| Ex. 1. | ☒ It is Kanda-san | ☐ It's not Kanda-san | ☐ An invitation |
| Ex. 2. | ☐ It is Kanda-san | ☒ It's not Kanda-san | ☐ An invitation |
| 3. | ☐ It is today | ☐ It's not today | ☐ An invitation |
| 4. | ☐ It is difficult | ☐ It's not difficult | ☐ An invitation |
| 5. | ☐ It is tomorrow | ☐ It's not tomorrow | ☐ An invitation |
| 6. | ☐ It is cheap | ☐ It's not cheap | ☐ An invitation |
| 7. | ☐ He can do it | ☐ He can't do it | ☐ An invitation |
| 8. | ☐ It is Shirai-san | ☐ It's not Shirai-san | ☐ An invitation |
| 9. | ☐ It is expensive | ☐ It's not expensive | ☐ An invitation |
| 10. | ☐ It is medicine | ☐ It's not medicine | ☐ An invitation |
| 11. | ☐ He understands | ☐ He doesn't understand | ☐ An invitation |
| 12. | ☐ He will begin | ☐ He won't begin | ☐ An invitation |
| 13. | ☐ He will do it | ☐ He won't do it | ☐ An invitation |
| 14. | ☐ It is pretty | ☐ It's not pretty | ☐ An invitation |
| 15. | ☐ It is far away | ☐ It's not far away | ☐ An invitation |
| 16. | ☐ He has it | ☐ He doesn't have it | ☐ An invitation |
| 17. | ☐ He will go | ☐ He won't go | ☐ An invitation |
| 18. | ☐ It is big | ☐ It's not big | ☐ An invitation |
| 19. | ☐ He will eat | ☐ He won't eat | ☐ An invitation |

実演練習 *Jitsuen renshuu* Performance practice



3-2-2P Saying “let’s do it!” (BTS 8)

When Matsumoto-san asks if the two of you will do something, respond affirmatively with enthusiasm.

- | | | | | |
|--------|---------------|------------|--------------------------|-----------------------|
| Ex. 1. | Matsumoto-san | 行きますか? | <i>Ikimasu ka?</i> | Are we going to go? |
| | You | はい、行きましょう。 | <i>Hai, ikimashoo.</i> | Yes, let’s go. |
| Ex. 2. | Matsumoto-san | 待ちますか? | <i>Machimasu ka?</i> | Are we going to wait? |
| | You | はい、待ちましょう。 | <i>Hai, Machimashoo.</i> | Yes, let’s wait. |



3-2-3P Confirming the time of an event (BTS 9, 12)

When Yamada-san checks on the time of an event, respond based on the list of events and times below.

- | | | | | |
|--------|------------|-------------------|--|--|
| Ex. 1. | Yamada-san | 日本語の授業って、10時半ですね。 | <i>Nihongo no jugyoo tte, juu-jihan desu ne.</i> | The Japanese class is at 10:30, right? |
| | You | ええ、10時半ですね。 | <i>Ee, juu-ji han desu ne.</i> | Yes, it’s at 10:30. |
| Ex. 2. | Yamada-san | 明日の会議って、3時ですね。 | <i>Ashita no kaigi tte, san-ji desu ne.</i> | Tomorrow’s meeting is at 3:00, right? |
| | You | あのう、2時じゃないですか。 | <i>Anoo, ni-ji ja nai desu ka.</i> | Uhm, isn’t it at 2:00? |

English class	9:30
Japanese class	10:30
Tanaka-san’s arrival	12:30
Dr. Yamamoto’s arrival	13:00
Today’s meeting	16:00
Tomorrow’s meeting	14:00



3-2-4P Telling who isn't coming (BTS 7, 10)

At a meeting the group's leader notices that someone is missing. Tell her either that person is absent today, or that person and Tanaka-san are absent today, based on the illustration.

Ex. 1.



Leader ええっと、ジェームス君は？ *Eetto, Jeemusu-kun wa?* Uhm, what about James-kun?

You あ、ジェームス君、今日はお休みです。 *A, Jeemusu-kun, kyoo wa oyasumi desu.* Oh, James-kun—he is absent today.

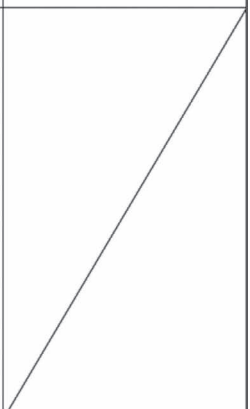
Ex. 2.



Leader じゃあ、始めましょう。あ、坂本先生は？ *Jaa, hajimemashoo. A, Sakamoto-sensee wa?* Okay, let's start. Oh, what about Sakamoto-sensei?

You あ、坂本先生と田中さん、今日はお休みです。 *A, Sakamoto-sensee to Tanaka-san, kyoo wa oyasumi desu.* Oh, Sakamoto-sensei and Tanaka-san—they are off today.

3.	4.	5.	6.
 TANAKA		 TANAKA	 TANAKA

7.	8.	9.	
  TANAKA		  TANAKA	

3-2 腕試し *Udedameshi* Tryout

1. Confirm the time of an event with a friend or acquaintance.
2. Confirm who will attend a certain event.
3. Ask a friend or acquaintance if s/he understands any of the languages that you speak.

◆ Scene 3-3 練習 *Renshuu* Practice

理解練習 *Rikai renshuu* Comprehension practice



3-3-1C What's right? (BTS 13, 14)

Listen to two people talk through a slight difference of opinion. Write down what they finally agree on.

- Ex. 1. It's Spanish.
- Ex. 2. Professor Sakamoto's homework isn't difficult.
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



3-3-2C What's the loanword? (BTS 14)

In each conversation you will hear an English loanword. Identify the original English word, and write it down in the space provided. The type of item under discussion is provided.

- | | | |
|--------|--------------|---------------|
| Ex. 1. | Name: | <u>Peter</u> |
| Ex. 2. | Destination: | <u>Europe</u> |
| 3. | Food: | _____ |
| 4. | Sport: | _____ |
| 5. | City: | _____ |
| 6. | Music: | _____ |
| 7. | Beverage: | _____ |

実演練習 *Jitsuen renshuu* Performance practice



3-3-3P Making explicit corrections (BTS 13)

When Mizuno-san, your senior colleague, brings up a topic, correct her based on the illustration. Maintain the appropriate level of formality.

Ex. 1.



Mizuno-san	今日の10時の会議、英語ですよ。	<i>Kyoo no 10-ji no kaigi, Eego desu yo.</i>	Today's 10:00 meeting is in English!
You	そうですか。あ、会議、10時じゃなくて10時半ですけど……。	<i>Soo desu ka. A, kaigi, 10-ji ja nakute 10-jihan desu kedo...</i>	I see. Oh, the meeting is not at 10:00; it's at 10:30. . . .

Ex. 2.



Mizuno-san	このジャンさんの傘、きれいですね。	<i>Kono Jan-san no kasa, kiree desu ne.</i>	(This) Zhang-san's umbrella is pretty, isn't it.
You	そうですね。あ、それ、ジャンさんじゃなくて、ジェームスさんの傘ですけど……。	<i>Soo desu ne. A, sore, Jan-san ja nakute Jeemusu-san no kasa desu kedo...</i>	Yes, oh, that isn't Zhang-san's; it's James-san's umbrella . . .

3.	4.
	
5.	6.
	



3-3-4P Making corrections on mistaken identities (BTS 13)

When Tanaka-san, who is a junior member of your group, inquires about a new member, make a correction based on the information on the list below.

Ex. 1.	Tanaka-san	張さんって韓国人ですか?	<i>Choo-san tte, kankokujin desu ka?</i>	Is Cho-san Korean?
	You	いや、韓国人じゃなくて、中国人です。	<i>Iya, kankokujin ja nakute, chuugokujin desu.</i>	No, she is Chinese, not Korean.
Ex. 2.	Tanaka-san	ジェームス君ってアメリカ人ですか?	<i>Jeemusu-kun tte, amerikajin desu ka?</i>	Is James-kun American?
	You	いや、アメリカ人じゃなくて、フランス人です。	<i>Iya, amerikajin ja nakute, furansujin desu.</i>	No, he is French, not American.

Name	Age	From
Amy Zhang	20	China
James Napoleon	19	France
Kei Mizuno	32	USA (person of Japanese heritage)
May Kadono	16	Unknown (but not Japan)
Jay Rodriguez	23	USA
Natalie Baron	26	Russia

3-3 腕試し *Udedameshi* Tryout

When you find an appropriate opportunity, make one focused and explicit correction on a question or statement that your Japanese friend makes (in Japanese!). An appropriate opportunity means that your relative relationship with that person, and the situation, allows you to make such a correction. Use this strategy with care!

◆ Scene 3-4 練習 *Renshuu* Practice

理解練習 *Rikai rensuu* Comprehension practice



3-4-1C What time is the train? (BTS 19)

Ishikawa-san is coming to visit, and you are planning to meet at the train station. Listen to his arrival time and write it down so that you don't forget. Use a.m. and p.m. as appropriate.

- Ex. 1. 3:47 p.m.
- Ex. 2. 6:21 p.m.
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



3-4-2C Where did they study that language? (BTS 15)

A man is asking his new work associate about her foreign language study. Identify the language and where the woman studied it. If you hear something unfamiliar, answer using the information you are able to identify.

- | | | |
|--------|-----------------|---|
| Ex. 1. | <u>Korean</u> | <u>Peking University</u> |
| Ex. 2. | <u>Japanese</u> | <u>A university in Ohio (The Ohio State University)</u> |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |

実演練習 *Jitsuen renshuu* Performance practice



3-4-3P Confirming that you've heard it right (BTS 16, 19, 20, 21)

In the office, Kawada-san, your work associate, asks you to meet her at a particular time and place. Repeat back the time and place to confirm that you've got the right information. She may use a few unfamiliar expressions. Focus on the key information.

- | | | | |
|-------------------|--|--|---|
| Ex. 1. Kawada-san | じゃあ、あさって午前
11時に現地で。 | <i>Jaa, asatte gozen
juuichi-ji ni genchi de.</i> | Then, the day after
tomorrow at 11:00 a.m.
at the place. |
| You | あさって午前11時に
現地ですね?わかりま
した。 | <i>Asatte gozen juuichi-ji
ni genchi desu ne?
Wakarimashita.</i> | That's the day after
tomorrow at 11:00 a.m.
at the place, right? Got
it. |
| Ex. 2. Kawada-san | ええと、今度の会議は
午後1時に、大垣商会
でいたしますから、よ
ろしくお願いします。 | <i>Eeto, kondo no kaigi wa
gogo ichi-ji ni Oogaki-
shookai de itashi-
masu kara, yoroshiku
onagai-shimasu.</i> | Uhm, the next meeting
will be at 1:00 p.m. at
Ogaki-shokai, so please
be prepared. |
| You | 午後1時に、大垣商会
ですね?わかりました。 | <i>Gogo ichi-ji ni Ooga-
ki-shookai desu ne?
Wakarimashita.</i> | That's at 1:00 p.m. at
Ogaki-shokai, right?
Got it. |

3-4 腕試し *Udedameshi* Tryout

1. Try making an appointment to meet, to talk, to eat together, etc., for a specified time in the future.
2. When someone tells you information that you need to act on, such as the date or time of an event you will attend, confirm the information by repeating it back to the person.

◆ Scene 3-5 練習 *Renshuu* Practice

理解練習 *Rikai renshuu* Comprehension practice



3-5-1C Getting the details

Paul, a study abroad student from the US, has two conversations with two different people, both curious about his experiences and plans. For each conversation, listen for some particular details and write down what you find out.

Conversation I

- | | | |
|--------|---------------------------------|---------------------------|
| Ex. 1. | Where Paul studied Japanese | <u>At graduate school</u> |
| Ex. 2. | Paul's homestay family | <u>The Mizunos</u> |
| 3. | A great feature of the homestay | _____ |
| 4. | Distance from school | _____ |
| 5. | Test date(s) | _____ |
| 6. | Test subject(s) | _____ |

Conversation II

- | | | |
|-----|------------------------------------|-------|
| 7. | Their choice of food for lunch | _____ |
| 8. | Location of the eatery | _____ |
| 9. | Potential drawback of the location | _____ |
| 10. | The correction Paul receives | _____ |



3-5-2C How many are there? (BTS 25, 26)

Sasha and Kanda-san are checking the inventory of office supplies. Circle the item they appear to be talking about, and write down how many there are.

- | | | | | |
|--------|------------|-----------|--------------|--------------------|
| Ex. 1. | <u>170</u> | notebooks | paper | <u>pens</u> |
| Ex. 2. | <u>200</u> | notebooks | <u>paper</u> | pencils |
| 3. | _____ | notebooks | paper | mechanical pencils |
| 4. | _____ | notebooks | paper | pens |

5. _____ notebooks paper pens
6. _____ notebooks paper mechanical pencils
7. _____ notebooks paper pencils
8. _____ notebooks paper pens

実演練習 *Jitsuen renshuu* Performance practice



3-5-3P Stating unit prices (BTS 22, 25, 26, 27)

You and your colleague Terada-san are going over some items for potential purchase. As Terada-san asks about an item, say the price of that item in the catalogue.

- Ex. 1. Terada-san ノートは? *Nooto wa?* What about notebooks?
- You このノート、どうですか? *Kono nooto, doo desu ka?* How about these notebooks? They are 200-yen each...
- 1冊200円ですけど.....。 *Is-satsu 200-en desu kedo...*
- Ex. 2. Terada-san 小さい傘は? *Chiisai kasa wa?* What about small umbrellas?
- You この小さい傘、どうですか? *Kono chiisai kasa, doo desu ka?* How about these small umbrellas? They are 800 yen each...
- 一本800円で すけど.....。 *Ip-pon 800-en desu kedo...*

Ex. 1.	Ex. 2.	3.	4.
5.	6.	7.	



3-5-4P Doing some quick math (BTS 25, 26, 27)

You are helping your friend Yuya-kun plan some purchases. Write down the prices and quantities he mentions and provide the total.

- Ex. 1. Yuya-kun 1本10円のペン8本と1冊120円のノート6冊ですね。
Ip-pon juu-en no pen, hap-pon to, is-satsu hyakunijuu-en no nooto roku-satsu desu ne.
 It's 8 pens at 10-yen each and 6 notebooks at 120-yen each.
- You じゃあ、全部で800円ですね。
Jaa, zenbu de happyaku-en desu ne.
 Then that's 800-yen, total, right?
- Ex. 2. Yuya-kun 1本25円のペン4本と1冊250円のノート3冊ですね。
Ip-pon niyuugo-en no pen, yon-hon to, is-satsu nihyakugojuu-en no nooto san-satsu desu ne.
 It's 4 pens at 25-yen each and 3 notebooks at 250-yen each.
- You じゃあ、全部で850円ですね。
Jaa, zenbu de happyakugojuu-en desu ne.
 Then that's 850-yen, total, right?

Use the worksheet below

	Items	Unit Price	Quantity	TOTAL
Ex. 1.	Pens	¥10	X 8	¥80
	Notebooks	¥120	X 6	¥720
				¥800
Ex. 2.	Pens	¥25	X 4	¥100
	Notebooks	¥250	X 3	¥750
				¥850
3.	Pens	¥	X	¥
	Notebooks	¥	X	¥
				¥
4.	Pens	¥	X	¥
	Notebooks	¥	X	¥
				¥

5.	Pens	¥	X	¥
	Notebooks	¥	X	¥
				¥
6.	Pens	¥	X	¥
	Notebooks	¥	X	¥
				¥

3-5 腕試し *Udedameshi* Tryout

Ask a Japanese friend or acquaintance if s/he thinks the price of a certain item is expensive or not.

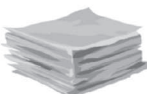
◆ Scene 3-6 練習 *Renshuu* Practice

理解練習 *Rikai renshuu* Comprehension practice



3-6-1C Identifying owners (BTS 29, 30)

Listen to the conversations in which various people identify the owners of certain items and match the illustrations of the items with the faces of their owners. Draw a line between the item and its presumed owner.

					
---	---	---	---	---	---

						
Division Chief Yagi	Kanda-san	Sasha Morris	Mr. Shirai	Brian Wang	Amy Johnson	Takashi Matsuura

Note: Dashed lines connect the handbag to Mr. Shirai and the smartphone to Amy Johnson.

実演練習 *Jitsuen renshuu* Performance practice



3-6-2P Claiming ownership (BTS 29)

Your office mate Eriko is cleaning the office. As she picks up various items, claim your ownership, lest she throw them away!

Ex. 1. Eriko これは?

Kore wa?

What about this one?



You あ、私 (or 僕) のです。私 (or 僕) の傘。すみません。

A, watashi (or boku) no desu. Watashi (or boku) no kasa. Sumimasen.

Oh, that's mine. That's my umbrella. Sorry.

Ex. 2. Eriko これは?

Kore wa?

What about this one?



You あ、私 (or 僕) のです。私 (or 僕) のカバン。すみません。

A, watashi (or boku) no desu. Watashi (or boku) no kaban. Sumimasen.

Oh, that's mine. That's my bag. Sorry.

3. 	4. 	5. 
6. 	7. 	8. 



3-6-3P Locating items (BTS 29, 30)

You can't find something you normally carry with you, so you called the office to ask Shoji-san, a new intern, if he can find the item there. Use the illustration as the guide for the missing item in each conversation.

Ex. 1. Shoji-san はい、庄司です。

Hai, Shooji desu.

Hello, this is Shoji.



You あ、すみません。あの、私のスマホ、そっちにありますか？

A, sumimasen. Ano, watashi no sumaho, sotchi ni arimasu ka?

Uh, sorry, um, is my smartphone there?

Ex. 2. Shoji-san はい、庄司です。

Hai, Shooji desu.

Hello, this is Shoji.

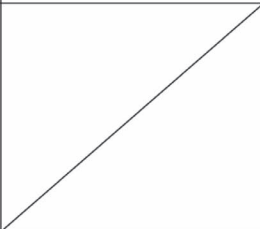


Blue

You あ、すみません。あの、私の青いカバン、そっちにありますか？

A, sumimasen. Ano, watashi no aoi kaban, sotchi ni arimasu ka?

Uh, sorry, um, is my blue bag there?

3. 	4. 	5. 
6.  Black	7. 	

3-6 腕試し Udedameshi Tryout

Think of a city in Japan where you don't know if a university exists or not. Find out from a Japanese friend or colleague if there is a university in that city.

◆ Scene 3-7 ^{れんしゅう} 練習 Renshuu Practice

読み練習 Yomi-renshuu Reading practice

3-7-1R Asking questions

Read the following questions and indicate whether each is a yes/no question or a wh-question.

- | | | | |
|--------|--|---------------|-----------|
| Ex. 1. | ^{かいぎ} ^{なんじ} この会議、何時ですか。 | Yes/no | <u>Wh</u> |
| Ex. 2. | ^{がくせい} ^{とうだい} あの学生、東大ですか。 | <u>Yes/no</u> | Wh |
| 3. | ^{くん} ^{こうこうせい} たかし君、高校生ですか。 | Yes/no | Wh |
| 4. | ^{せんせい} あちらの先生、どなたですか。 | Yes/no | Wh |
| 5. | ^{かさ} ^{かん} ^だ その傘、神田さんのですか。 | Yes/no | Wh |
| 6. | ^{あかさか} ^{かさ} 赤坂さんの傘、どれですか。 | Yes/no | Wh |
| 7. | ^{すだ} ^{かさ} 須田さんの傘、どこですか。 | Yes/no | Wh |
| 8. | ^{せんせい} ^{だいがく} あの先生、どちらの大学ですか。 | Yes/no | Wh |

3-7-2R Inviting someone to do something together

Match the following topics to appropriate invitations. While some of the invitations might suit multiple topics, you may use each option only once.

- | | | | |
|--------|---|-------------------|-------------------------|
| Ex. 1. | ^{れぽ} ^{おと} レポート、みんなで | <u>f</u> | a. ^み 見ませんか |
| Ex. 2. | ^{かいぎ} 会議、またあした | <u>b</u> | b. ^し しませんか |
| 3. | おいしそうですね。 | <u> </u> | c. ^{かえ} 帰りませんか |
| 4. | ^じ 6時に | <u> </u> | d. ^の 飲みませんか |
| 5. | ^{げんち} 現地で | <u> </u> | e. ^あ 会いませんか |
| 6. | ^{さつ} ^か ^あ ^げ ^え ^む サッカーのゲーム | <u> </u> | f. ^か 書きませんか |

書き練習 *Kaki-renshuu* Writing practice

文字練習 *Moji renshuu* Symbol practice

Use the Symbol Practice sheets in Appendix A to practice *hiragana* characters #25–28 for Scene 3-7.

3-7-3W Nouns modifying nouns

What kind of nouns are they? Write の if they describe other nouns with the Particle の. Write な if they describe other nouns with the Particle な.

Ex. 1. 日本語^{にほんご} の 本^{ほん}

Ex. 2. 大丈夫^{だいじょうぶ} な 水^{みず}

3. だめ^{だめ} スマホ^{スマホ}

4. 4時^じ 会議^{かいぎ}

5. 面白そう^{おもしろそう} 友達^{ともだち}

6. 先生^{せんせい} 傘^{かさ}

7. スマホ^{スマホ} アプリ^{アプリ}

8. 5ドル^{ドル} ノートときれい^{の おと} 消しゴム^{けしごむ}

◆ Scene 3-8 練習 *Renshuu* Practice

読み練習 *Yomi-renshuu* Reading practice

3-8-1R Giving someone new information

Provide your personal opinions with regards to the following topics.

- Ex. 1. 神田さんですか？ (おもしろい・おもしろくない)ですよ。
- Ex. 2. 私のスマホの会社ですか？ (いい・よくない)ですよ。
3. そばですか？ (好き・好きじゃない)ですよ。
4. ルームメイトですか？ (います・いません)よ。
5. 私の学校ですか？ (大学・大学じゃない)ですよ。
6. 日本語のクラスですか？ (難しい・難しくない)ですよ。
7. 今日ですか？ (忙しい・忙しくない)ですよ。
8. 今日の宿題ですか？ (あります・ありません)よ。

3-8-2R X or Y?

What are they talking about? Select the topic for each of the following questions. You may only use each option once.

- a. 会議 ^{かいぎ} b. 英語 ^{えいご} c. 須田さん ^{すだ} d. コーヒー ^{こおひい} e. アニメ ^{あにめ} f. テニス ^{てにす} g. 6時 ^じ

- Ex. 1. f はしますか、しないですか。
- Ex. 2. e は見ますか、見ないですか。
3. がありますか、ないですか。
4. はできますか、できないですか。
5. に帰りますか、帰らないですか。
6. は飲みますか、飲まないですか。
7. は行きますか、行かないですか。

書き練習 Kaki-renshuu Writing practice

文字練習 Moji renshuu Symbol practice

Use the Symbol Practice sheets in Appendix A to practice *hiragana* characters #29-32 for Scene 3-8.

3-8-3W Filling in the blanks

Fill in the blanks with either は or も or け(れ)ど.

- Ex. 1. 学生^{がくせい}は _____ いくらですか。
- Ex. 2. あしたの会議^{かいぎ}です _____ けれど _____ 何時^{なんじ}ですか。
3. あの傘^{かさ}です _____、だれのですか。
4. これ、部長^{ぶちょう}のですか？あれ _____ ですか。
5. あしたの会議^{かいぎ}です _____、行き^いますか。
6. 坂本^{さかもと}さん _____、どちらの大学^{だいがく}ですか。
7. 今日^{きょう} _____ 明日^{あす} _____ お休^{やす}みですか。
8. あの東大^{とうだい}の先生^{せんせい}です _____、英語^{えいご}の先生^{せんせい}ですか。

Scene 3-9 練習 Renshuu Practice

読み練習 Yomi-renshuu Reading practice

3-9-1R Let's do X together.

Select what is omitted in each of the consultations below. You may use each option only once.

- a. お茶^{ちや} b. 会議^{かいぎ} c. これ d. 何時ごろ^{なんじ} e. ちょっと f. みんな g. この

- Ex. 1. ____e____ 休み^{やす}ましょうか。
Ex. 2. この ____a____、飲^のみましょうか。
3. 今日^{きょう}、____ しましょうか。
4. ____ 宿題^{しゅくだい}、しましょうか。
5. 今日^{きょう}は ____ 帰^{かえ}りましょうか。
6. ____ は、大学^{だいがく}で書^かきましょうか。
7. 何時ごろ^{なんじ}また ____ で会^あいましょうか。

3-9-2R Correcting information

Choose from the selections the correct information for each of the statements that follow.

- a. 午後^{ごご} b. ここ c. あちら d. 7時^じ e. あさって f. 先生^{せんせい}の g. 傘^{かさ} h. あれ

- Ex. 1. 時々^{じじ}じゃなくて、____d____ です。
Ex. 2. これじゃないですよ。____h____ です。
3. こちらじゃなくて、____ ですよ。
4. 午前^{ごぜん}6時^じじゃなくて、____ 6時^じです。
5. その授業^{じゅぎょう}、____ じゃありませんよ。
6. それ、白井^{しら い}先生^{せんせい}の ____ じゃないですよ。
7. あの会議^{かいぎ}はあしたじゃありませんよ。____ ですよ。
8. そのかばんは須田^{す だ}さんのですよ。____ じゃないですよ。

3-9-3R Uses of では *de wa*

Determine whether the following uses of では are used to make a transition or a negation.

- | | | | |
|--------|--|------------|----------|
| Ex. 1. | では、また。 | Transition | Negation |
| Ex. 2. | 1冊 ^{さつ} ではありません。 | Transition | Negation |
| 3. | では、始め ^{はじ} ましょう。 | Transition | Negation |
| 4. | それでは、失礼 ^{しつれい} します。 | Transition | Negation |
| 5. | 今日 ^{きょう} ではありません。明日 ^{あす} です。 | Transition | Negation |
| 6. | こちらではないです。あちらです。 | Transition | Negation |

書き練習 *Kaki-renshuu* Writing practice

文字練習 *Moji renshuu* Symbol practice

Use the Symbol Practice sheets in Appendix A to practice *hiragana* characters #33–45 for Scene 3-9.



3-9-4W Using furigana

Listen to the voice message and write furigana for the name of each participant in a speech contest.

スピーチコンテスト出場者リスト	
Ex. 1.	けん たなか ケン・田中
Ex. 2.	すぎんぬ つちや スザンヌ・土屋
3.	堀田 隆太
4.	向井 芽衣
5.	中井 良輔
6.	ニクソン・古川
7.	和田 由紀子
8.	ヘンリー・平田

3-9-5W Using furigana

The following sets of name cards have some errors in their furigana. Compare the romanized scripts with the furigana and provide corrections as needed. Place a check mark (✓) if the furigana is right.

Ex. 1. Mr. Himesawa	Ex. 2. Ms. Furuta	3. Mr. Nunokawa	4. Ms. Homura
✓ ひめさわ 姫沢	^る ふた 古田	ねのかわ 布川	まむら 穂村
5. Ms. Beppu	6. Ms. Ryugasaki	7. Ms. Keyaki	8. Mr. Meguro
べつぷ 別府	りゆうがらき 龍ヶ崎	けやき 欒	ぬぐる 目黒

◆ 評価 *Hyooka* Assessment

Answer sheet templates are provided in Appendix B for the Assessment sections.



聞いてみよう *Kiite miyoo* Listening comprehension

Read the context, listen to the audio, and then answer the questions. If you hear something unfamiliar, rely on what you know to choose the correct answer.

1. Yagi-bucho is leading a division meeting.
 - a. What does she check?
 - b. What time was the meeting supposed to start?
2. Kanda-san just called Sasha on her office cell phone.
 - a. What is Kanda-san looking for? What color is it?
 - b. What feature does Sasha use to confirm that she has the right item?
 - c. Who ultimately finds the item?
3. Kanda-san enters a small meeting room where a visitor has been waiting.
 - a. What is the visitor's name?
 - b. Where does the visitor work?
 - c. Who else was Kanda-san expecting?
 - d. What does he learn about that person?
4. Amy is attending a small gathering that Takashi is having at his dorm.
 - a. Who are the students?
 - b. Who is Sam?
5. Sasha is talking to another intern about something she sees on a website.
 - a. What does Sasha initially check on?
 - b. What does she ask the intern to do for her?
 - c. How helpful is the intern?
6. After a Japanese Conversation Club meeting, Amy asks Takashi a question.
 - a. What is Amy's initial question?
 - b. Why does Amy ask this question?
 - c. What does Takashi decide to do in the end?
7. Amy finds something that was left in the room after a meeting.
 - a. What is the item that was left in the room?
 - b. Who does Amy initially think it belongs to?
 - c. What does the new word that Amy learns mean?



使ってみよう *Tsukatte miyoo Dry run*

Listen to the audio and respond according to the context.

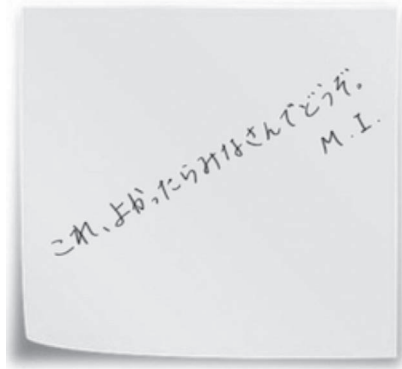
1. (a) It's about 11:00 a.m. now. (b) The meeting is at 3:30 p.m. (c) Testing will be tomorrow at 10:00 a.m.
2. You have a Japanese friend who is eager to learn English. He has asked you to correct his English pronunciation carefully. He will pick up 5 items on your desk and say what they are in English. Correct his pronunciation as best as you can.
3. Your work associate is considering a purchase. When he tells you the price of the one that he is looking at, comment whether you think it's expensive or not expensive. Here are the common price ranges for the items that your associate will be talking about. (a) about \$20; (b) \$100–\$150; (c) ¥60–¥80; (d) \$500–\$600; (e) \$70–\$80
4. You and your work associate are meeting a client at her office, but you are unsure of the location.
5. (a) Tanaka-san and Nakamura-san are scheduled for tomorrow. (b) Trains to Kyoto depart at 3:54 and 6:17. (c) Tanaka-san is scheduled for tomorrow and the day after tomorrow.

Now it's your turn to start the conversation based on the given context. Listen to how the other person reacts to you. For some items, you may not get a verbal response. If you hear something unfamiliar, rely on what you know to choose the correct answer.

6. You are taking a Japanese visitor out for some ice cream. He knows some English but is more comfortable in Japanese. Find out a good Japanese equivalent of the following expressions: (a) ice cream sundae; (b) credit card; (c) takeout; (d) trash; (e) sweet; (f) too much.
7. You see a blue bag that you think belongs to your friend Ms. Zhang. Check with a senior person.
8. Your supervisor is showing you a short proposal that another person prepared. You notice an error. First, (a) suggest where the error is. Then, (b) suggest that the number of rods involved is not 690, but 890.
9. Your senior team member just told you who will be joining you at an upcoming event, but you are not sure if he said Shimizu or Shimazu. Indicate that there was a little glitch in your listening and find out which it is.
10. You are talking with your senior team member about an upcoming event. Find out where it will be held.
11. You have just learned that you are to come to the library at 2:00 p.m. Confirm the time and place succinctly.
12. A senior student is wondering where to wait for a group of visitors. Suggest that you wait at the university.
13. You heard that Fukuzawa University sends students to study abroad at Clinton University, but you're not sure where that is. Ask Sakata-san, who works in Fukuzawa University's study abroad office, where Clinton University is.

読んでみよう Yonde miyoo Contextualized reading

1. Here is a handwritten note on a container found on a table in an office:



- a. What does the writer want the reader to do?

The following examples assume you are reading the texts with some help from a furigana-generating website, browser add-on, app, etc.

2. An email from your coworker, Yamamoto-san, with an attachment:

Subject: ^{けいたい}携帯

これ、^{しら}白井さんのじゃありませんか。

^{やまもと}
山本

- a. What is Yamamoto-san checking on?

3. An email from a coworker, Terada-san:

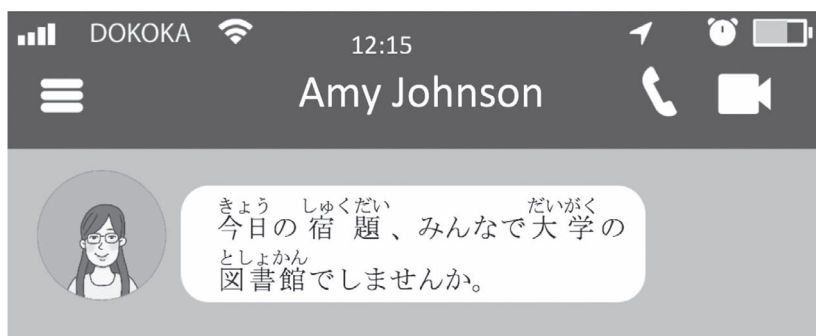
Subject: Re: ^{かいぎ}会議 ^{じかん}の時間

すみません、あしたの^{かいぎ}会議の^{じかん}時間ですけど、4時^じじゃなくて4時半^{じはん}じゃありませんか。

^{てらだ}
寺田

- a. What is the topic of the email?
b. What correction does Terada-san provide?

4. A text message from your classmate at college:



a. What is your classmate suggesting? Provide details.



書き取り *Kakitori* Dictation

Listen, imagine the context, repeat silently what you hear, then write it down.

1. _____。
2. _____。
3. _____。
4. _____。
5. _____。
6. _____。
7. _____。
8. _____。
9. _____。
10. _____。
11. _____。
12. _____。
13. _____。

書いてみよう *Kaite miyoo* Contextualized writing

Consider the context provided and write a note according to the directions.

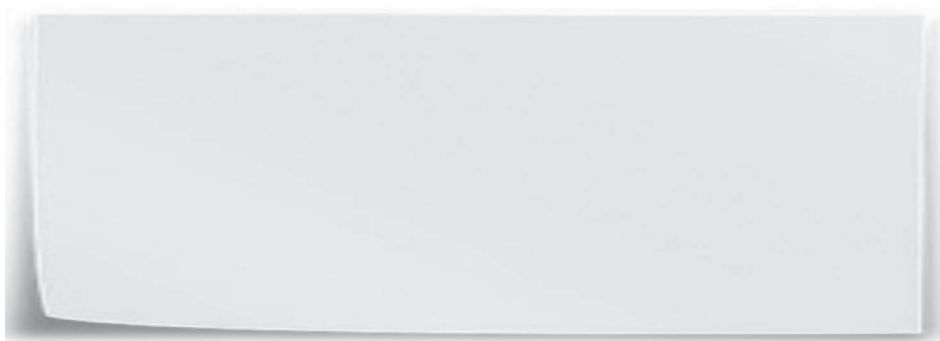
1. You have found a folder left in the conference room. On a sticky note attached to the folder, write a memo asking whose it is.



2. You are returning a plastic container to your neighbor who gave you a piece of pie. You've made some cookies in return and placed them in the container. On a sticky note attached to the container, write a thank-you note and invite your neighbors (everyone in the household) to have these (cookies) if they would like to . . .



3. You are recommending a game to your colleague. On a sticky note attached to the game, write a note, indicating that it is, as expected, very interesting. Invite your colleague to play it on the day after tomorrow.



4. Provide corrections for the following name cards for Sato Takeru (Satou Takeru) and Nunokawa Ryutaro (Nunokawa Ryuutarou).

^{さ と} 佐藤	^{たける} 武
^{ねのかわ} 布川	^{りゅ た ろ} 竜太郎

知ってる? *Shitte'ru?* What do you know?

Select the most appropriate option and write the letter in the space on your answer sheet.

1. You've been asked about a computer. You respond:

^{あた}新しい先生^{せんせい} _____ ^ぼパソコンですよ。 *Atarashii sensee _____ pasokon desu yo.* (BTS 2)

- a. な *na*
- b. の *no*
- c. に *ni*

2. You're enthusiastic about a new club at school.

^す好き _____ ^{すぽおつ}スポーツは? *Suki _____ supootsu wa?* (BTS 2)

- a. な *na*
- b. の *no*
- c. に *ni*

3. You're wondering about the time of the class.

何時^{なんじ}____授業^{じゅぎょう}ですか。Nan-ji ____jugyoo desu ka. (BTS 2, 20)

- a. な *na*
- b. の *no*
- c. で *de*

4. You're curious about the meaning of "KC".

KC____カンザスシティ^{かんざすしーてい}のことですね? KC ____ kanzasu shiti no koto desu ne? (BTS 4, 5, 14)

- a. に *ni*
- b. で *de*
- c. って *tte*

5. You're wondering what the Japanese word is for something.

日本語^{にほんご}で____といひますか。Nihongo de ____to iimasu ka. (BTS 3)

- a. 何^{なに} *nani*
- b. どう *doo*
- c. 何^{なん} *nan*

6. You explain the meaning of amefuto.

アメリカンフットボール^{あめりかんふつとぼおる}____。Amerikan futtoooru _____. (BTS 4, 5)

- a. って言ひます *tte iimasu*
- b. のことだす *no koto desu*
- c. とのことだす *to no koto desu*

7. You suggest that you and your co-worker go home together.

一緒^{いっしょ}に____。Issho ni _____. (BTS 8)

- a. 帰^{かえ}りません *kaerimasen*
- b. 帰^{かえ}ります *kaerimasu*
- c. 帰^{かえ}りましよう *kaerimashoo*

8. You've been discussing sports.

サッカー^{さっかあ}____テニス^{てにす}____しますよ。Sakkaa ____tenisu ____shimasu yo. (BTS 31)

- a. も *mo* も *mo*
- b. と *to* と *to*
- c. も *mo* と *to*

9. You've been asked if you eat both sushi and sashimi. You reply:

寿司^{すし}____食^たべますが。Sushi ____tabemasu ga. (BTS 7, 10, 15)

- a. は *wa*
- b. と *to*
- c. で *de*

10. You ask your coworker about an upcoming meeting.

あの会議^{かいぎ}____ 3時半^{じはん}じゃないですか。 *Ano kaigi _____ san-ji-han ja nai desu ka.*
(BTS 7, 10, 20)

- a. に *ni*
- b. は *wa*
- c. と *to*

11. You've been asked where the meeting will be held. You reply:

図書館^{としょかん}____ あります。 *Toshokan _____ arimasu.* (BTS 15, 30)

- a. で *de*
- b. と *to*
- c. に *ni*

12. You've been asked where the tickets are.

あちら____ あります。 *Achira _____ arimasu.* (BTS 15, 30)

- a. に *ni*
- b. で *de*
- c. は *wa*

13. You finally realized that the destination is, after all, quite far away.

____ 遠^{とお}いですねえ。 _____ *tooi desu nee.* (BTS 6, 11)

- a. なるほど *Naruhodo*
- b. やっぱり *Yappari*
- c. ちよっと *Chotto*

14. You suggest that you meet in the lobby.

ロビー^{ろびい}____ 会^あいましょうか。 *Robii _____ aimashoo ka.* (BTS 7, 15, 30)

- a. で *de*
- b. に *ni*
- c. は *wa*

15. You correct Ms. Yamada's mistaken assumption.

それ、日本語^{にほんご}____ 中国語^{ちゅうごくご}ですよ。 *Sore, nihongo _____ chuugokugo desu yo.*
(BTS 13c)

- a. じゃない *ja nai*
- b. じゃなくて *ja nakute*
- c. じゃないです *ja nai desu*

16. All Japanese loanwords _____. (BTS 14)

- a. mean the same as the original word
- b. undergo a pronunciation change

- c. are imported from English
17. You've been asked how many books you will buy. You respond:
 三^{さん} _____ 冊^{さつ} 買^かいます。San- _____ *kaimasu*. (BTS 26)
- a. 冊^{さつ} *satsu*
 b. 本^{ほん} *bon*
 c. 個^こ *ko*
18. You ask about how many tickets they have.
 何^{なん} _____ 枚^{まい} あります。Nan- _____ *arimasu ka*. (BTS 26)
- a. 個^こ *ko*
 b. 枚^{まい} *mai*
 c. 冊^{さつ} *satsu*
19. You tell your new acquaintance how long you intend to wait in the lobby.
 10分^{ふん} _____ 待^{まち}ちます。Jup-pun _____ *machimasu*. (BTS 19)
- a. に *ni*
 b. ごろ *goro*
 c. Ø
20. You're wondering about the whereabouts of Kanda-san.
 大学^{だいがく} _____ いますか。Daigaku _____ *imasu ka*. (BTS 30)
- a. へ *e*
 b. は *wa*
 c. に *ni*
21. You've been asked if the laptop is yours. You reply:
 私^{わたし} _____ じゃないです。Watashi _____ *ja nai desu*. (BTS 2, 29)
- a. の *no*
 b. な *na*
 c. Ø
22. Completion (classifiers) (BTS 26)
 四^{よん} _____ Yon- _____
- a. 分^{ぶん} *pun*
 b. 時^じ *ji*
 c. 円^{えん} *en*
23. 九^{きゅう} _____ Kyuu- _____ (BTS 26)
- a. 枚^{まい} *mai*

- b. 時 ^じ *ji*
 c. 分 ^{ぶん} *pun*
24. 十 ^{じゅう} _____ *Juu*-_____ (BTS 26)
 a. 分 ^{ぶん} *pun*
 b. 円 ^{えん} *en*
 c. セント ^{せん と} *sentō*
25. 八 ^{はち} _____ *Hachi*-_____ (BTS 26)
 a. 冊 ^{さつ} *satsu*
 b. 枚 ^{まい} *mai*
 c. 本 ^{ほん} *hon*
26. You want to know if the small one also costs 100 yen.
 小さい ^{ちい} _____ も 1 0 0 円 ^{えん} ですか。 *Chiisai* _____ *mo 100-en desu ka.* (BTS 28)
 a. な *na*
 b. に *ni*
 c. の *no*
27. Long consonants (*soku-on*) are represented in horizontal writing in hiragana by _____. (BTL 2)
 a. a small つ slightly lower than other symbols
 b. writing the hiragana symbol twice
 c. writing the hiragana symbol lower than other symbols
28. *Yoo-on* refers to _____. (BTL 3)
 a. the vowel sounds in や, ゆ, and よ
 b. two long vowels
 c. the や in じゃ
29. Japanese fonts _____. (BTL 5)
 a. are limited stylistically
 b. vary a good deal
 c. are used for the alphabet

だいよんまく
第4幕
Act 4

れんらく き
連絡来ました？

Renraku kimashita?

Did they get in touch?

とき かね
時は金なり *Toki wa kane nari*

Time is money.



◆ Scene 4-1 練習 *Renshuu* Practice

理解練習 *Rikai renshuu* Comprehension practice



4-1-1C Non-past or past? (BTS 1)

Listen to each statement, and mark each as “past” or “non-past.”

- | | | |
|--------|--|--|
| Ex. 1. | ☒ Past | ☐ Non-past |
| Ex. 2. | ☐ Past | ☒ Non-past |
| 3. | ☐ Past | ☐ Non-past |
| 4. | ☐ Past | ☐ Non-past |
| 5. | ☐ Past | ☐ Non-past |
| 6. | ☐ Past | ☐ Non-past |
| 7. | ☐ Past | ☐ Non-past |
| 8. | ☐ Past | ☐ Non-past |
| 9. | ☐ Past | ☐ Non-past |
| 10. | ☐ Past | ☐ Non-past |
| 11. | ☐ Past | ☐ Non-past |
| 12. | ☐ Past | ☐ Non-past |

実演練習 *Jitsuen renshuu* Performance practice



4-1-2P It wasn't like that. (BTS 1)

Yoshida-san, a colleague slightly older than you, asks about your recent experience. Tell her that things weren't as she suggests.

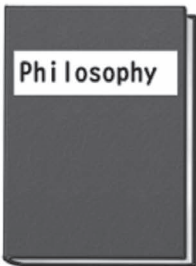
Ex. 1.



Yoshida-san 高かったですか？ Takakatta desu ka? Was it expensive?
 You いえ、高くなかったですよ。 Ie, takakunakatta desu yo. No, it wasn't expensive.
 Ex. 2.



Yoshida-san きれいでしたか？ Kiree deshita ka? Was it clean?
 You いえ、きれいじゃなかったです。 Ie, kiree ja nakatta desu yo. No, it wasn't clean.

3. 	4. 	5. 
6. 	7. 	8. 



4-1-3P Refuting an idea (BTS 1)

Assure Nakamura-san, a club member who is a year older, that his negative assumptions are incorrect.

- Ex. 1.
- | | | | |
|--------------|--------------|-----------------------------|------------------|
| Nakamura-san | 行かなかったですか？ | <i>Ikanakatta desu ka?</i> | Did they not go? |
| You | いえいえ、行きましたよ。 | <i>Ieie, ikimashita yo.</i> | No, they went. |
- Ex. 2.
- | | | | |
|--------------|----------------|--|------------------------------|
| Nakamura-san | 面白そうじゃなかったですか？ | <i>Omoshirosoo ja nakatta desu ka?</i> | Did it not seem interesting? |
| You | いえいえ、面白そうでしたよ。 | <i>Ieie, omoshirosoo deshita yo.</i> | No, it seemed interesting. |



4-1-4P It costs about this much. (BTS 4)

Respond to Murata-san, a senior colleague, with approximate prices based on the information given.

- Ex. 1.
- | | | | |
|------------|-----------|-----------------------------|-------------------------|
| Murata-san | いくらですか？ | <i>Ikura desu ka?</i> | How much is it? |
| You | 2千円ぐらいです。 | <i>Nisen-en-gurai desu.</i> | About two thousand yen. |
- Ex. 2.
- | | | | |
|------------|------------|---------------------------------|-------------------------------|
| Murata-san | いくらですか？ | <i>Ikura desu ka?</i> | How much is it? |
| You | 7千ドルぐらいです。 | <i>Nanasen-doru-gurai desu.</i> | About seven thousand dollars. |

Ex. 1.	Ex. 2.	3.	4.
5.	6.	7.	8.

◆ Scene 4-2 練習 *Renshuu* Practice

理解練習 *Rikai renshuu* Comprehension practice



4-2-1C What field of study is mentioned? (BTS 6)

The speaker in each audio cue mentions a major or field of study. Write the number of the audio cue next to the matching field of study.

- | | |
|----------------------------|-------------------|
| _____ Mathematics | _____ Physics |
| <u>Ex. 1</u> Japan studies | _____ Literature |
| _____ Religion | _____ Economics |
| <u>Ex. 2</u> Sociology | _____ Linguistics |
| _____ Engineering | |



4-2-2C What's being asked? (BTS 9)

Listen to Brian's questions to a salesperson and (a) write the number of the audio cue next to the item that Brian is asking about, then (b) complete the phrase using one of the options below to describe the item that Brian is looking for.

- _____ A notebook that's _____
- Ex. 1 Paper that's bigger
- _____ A pen that's _____
- _____ A book that's _____
- _____ A bag that's _____
- Ex. 2 An umbrella that's not red
- _____ A T-shirt that's _____
- _____ Cake that's _____

Smaller	Cheaper	Not black	Not white
Not red	Not blue	Bigger	Not so difficult

実演練習 *Jitsuen renshuu* Performance practice



4-2-3P Confirming something additional (BTS 10)

Kimura-san, who is senior to you, checks on your habits and asks about an additional item. Confirm that the additional item also belongs to your routine.

Ex. 1.

Kimura-san	コーヒーとか、飲みますよね。お茶は？	<i>Koohii toka, nomimasu yo ne. Ocha wa?</i>	You drink coffee and the like, right? What about tea?
You	あ、お茶とかも飲みますよ。	<i>A, ocha to ka mo nomimasu yo.</i>	Oh, I drink tea and the like, too.

Ex. 2.

Kimura-san	数学が、好きですよ。ね。社会学は？	<i>Suugaku ga, suki desu yo ne. Shakaigaku wa?</i>	You like math, right? What about sociology?
You	あ、社会学も好きですよ。	<i>A, shakaigaku mo suki desu yo.</i>	Oh, I like sociology, too.



4-2-4P Refusing politely (BTS 12)

When Terada-san, who is slightly senior to you, suggests various activities, refuse politely by indicating that the specified timing won't work.

Ex. 1. Terada-san	あさって一緒にテニスしませんか？	<i>Asatte issho ni tennis shimasen ka?</i>	How about playing tennis together the day after tomorrow?
You	あ、あさってですか？すみません。あさってはちょっと……	<i>A, asatte desu ka? Sumimasen. Asatte wa chotto...</i>	The day after tomorrow? I'm sorry. The day after tomorrow won't work.
Ex. 2. Terada-san	今度の週末、よかったらみんなで何かしませんか。	<i>Kondo no shuumatsu yokattara minna de nani ka shimasen ka?</i>	If it's okay, how about doing something with all of us together this coming weekend?
You	あ、今度の週末ですか？すみません。今度の週末はちょっと……	<i>A, kondo no shuumatsu desu ka? Sumimasen. Kondo no shuumatsu wa chotto...</i>	This coming weekend? I'm sorry. This coming weekend won't work.

4-2 腕試し *Udedameshi* Tryout

Introduce yourself to a Japanese exchange student and find out his/her major.

◆ Scene 4-3 練習 *Renshuu* Practice

理解練習 *Rikai renshuu* Comprehension practice



4-3-1C What's being asked? (BTS 13)

Listen to Murata-san's question and select the option that best represents what Murata-san wants to know. Pay close attention to the Particles used to mark the topic of the question.

- Ex. 1. a. Who is from Canada?
 ⑥ Where is Wang-san from?
- Ex. 2. **①** Who will make it?
 b. Will Suzuki-san make it or not?
3. a. Who will come?
 b. Is Kawakami-san coming or not?
4. a. Which one is cheap?
 b. Is this a cheap one or not?
5. a. Which bag is new?
 b. Is that bag new or not?
6. a. Which one is difficult?
 b. Is Sakamoto-sensei's difficult or not?
7. a. Which one is expensive?
 b. Is this blue one expensive or not?
8. a. What day is Yamamoto-san?
 b. Who is it tomorrow?
9. a. Which one is old?
 b. Is that one over there old or not?

実演練習 *Jitsuen renshuu* Performance practice



4-3-2P When does or did it happen? (BTS 20)

Today is Wednesday and Murata-san, your office associate, checks with you about the timing of some activities. Respond by either confirming the day or providing the accurate information.

日 Sun	月 Mon	火 Tue	水 Wed	木 Thu	金 Fri	土 Sat
	4. Buy office supplies 7. Meet with Shirai-san	Ex. 2. Study for Japanese Proficiency Exam	TODAY	Ex. 1. Go to Aoi Publishing 3. Start a new project!! 6. Work with Shirai-san	5. Talk with new clients	

- Ex. 1. Murata-san 今日行きましたか。 Kyoo ikimashita ka? Did you go today?
 You いや、明日行きますよ。 Iya, ashita ikimasu yo. No, I'll go tomorrow.
- Ex. 2. Murata-san 昨日勉強しましたか。 Kinoo benkyoo shimashita ka? Did you study yesterday?
 You ええ、昨日しましたよ。 Ee, kinoo shimashita yo. Yes, I studied yesterday.



4-3-3P Implying that there's more going on (BTS 14)

Provide a negative reply to your colleague Yoshida-san's questions, implying that there might be more to the story.

- Ex. 1. Yoshida-san 高かったでしょ？ Takakatta desho? It was expensive, right?
 You いや、高くなかったけど……。 Iya, takakunakatta kedo... No, it wasn't expensive, but...
- Ex. 2. Yoshida-san 先生だったでしょ？ Sensee datta desho? It was the teacher, right?
 You いや、先生じゃなかったけど……。 Iya, sensee ja nakatta kedo... No, it wasn't the teacher, but...



4-3-4P Giving accurate information (BTS 13)

Sakata-san, a friend (junior to you) at Fukuzawa University, has an old list of students who are studying in America. Correct her misconceptions based on the updated chart below.

Student's name	Host university
Takashi Matsuura	Clinton University
Nobuto Ishikawa	UCLA
Noriko Murakami	Peking University
Takayuki Nozawa	Texas Tech University
Saori Taneda	The Ohio State University

Ex. 1.

Sakata-san	村上さんはUCLAですよ ね。	<i>Murakami-san wa UCLA desu yo ne.</i>	Murakami-san is at UCLA, right?
You	あ、いや、北京大学じゃ ないかな。	<i>A, iya, Pekin-daigaku ja nai ka na.</i>	Um, no, isn't she at Peking University?

Ex. 2.

Sakata -san	野沢さんがオハイオ州 立大学ですよ。	<i>Nozawa-san ga Ohaio- shuuritsu-daigaku desu yo ne.</i>	It is Nozawa-san that's at The Ohio State University, right?
You	あ、いや、種田さんがオ ハイオ州立大学じゃな いかな。	<i>A, iya, Taneda-san ga Ohaio-shuuritsu-daigaku ja nai ka na.</i>	Um, no, isn't it Taneda- san that's at The Ohio State University?

◆ Scene 4-4 練習 *Renshuu* Practice

理解練習 *Rikai renshuu* Comprehension practice



4-4-1C What day is it? (BTS 19)

Write the day of the month mentioned in each conversation using Arabic numerals as shown in the example.

- Ex. 1. 15 Ex. 2. 9 3. _____
 4. _____ 5. _____ 6. _____
 7. _____ 8. _____ 9. _____

実演練習 *Jitsuen renshuu* Performance practice



4-4-2P Confirming when the guests came/will come here (BTS 20)

Today is the 19th day of the month. Confirm your teacher's assumption about the guests' arrival day here, using the pattern from the examples.

- | | | | | |
|--------|-----------------|--------------|---|-------------------------------|
| Ex. 1. | Sakamoto-sensei | 明日ですね? | <i>Ashita desu ne?</i> | Is it tomorrow? |
| | You | はい、明日来ます。 | <i>Hai, ashita kimasu.</i> | Yes, they're coming tomorrow. |
| Ex. 2. | Sakamoto-sensei | 13日でしたね? | <i>Juu-san-nichi deshita ne?</i> | It was the 13th? |
| | You | はい、13日に来ました。 | <i>Hai, juu-san-nichi ni kimashita.</i> | Yes, they came on the 13th. |



4-4-3P Telling from when to when (BTS 22)

Respond to your supervisor, Kanda-san, based on the calendars.

Ex. 1.

Kanda-san いつですか？

Itsu desu ka?

When is it?

You 16日から19日までです。

Juu-roku-nichi kara juu-ku-nichi made desu.

From the 16th to the 19th.

Ex. 2.

Kanda-san いつですか？

Itsu desu ka?

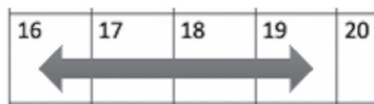
When is it?

You 7日から11日までです。

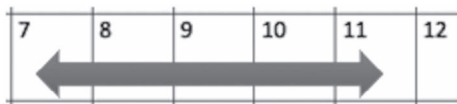
Nanoka kara juu-ichi-nichi made desu.

From the 7th to the 11th.

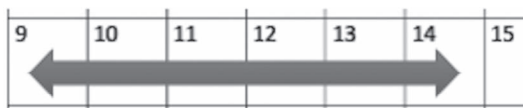
Ex. 1.



Ex. 2.



3.



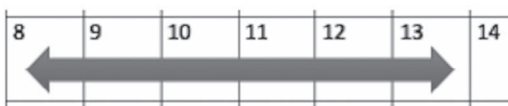
4.



5.



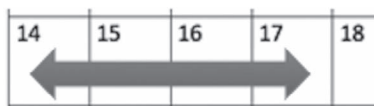
6.



7.



8.



9.





4-4-4P Asking what the alternative is

Respond to your colleague's negative comment by asking by whom, when, or where it will be done.

Ex. 1. Yoshida-san 田中さんはダメですね。 *Tanaka san wa dame desu ne.* Tanaka-san's no good.

You じゃ、誰がしますか。 *Ja, dare ga shimasu ka?* Then who will do it?

Ex. 2. Yoshida-san 20日はダメですね。 *Hatsuka wa dame desu ne.* The 20th is no good.

You じゃ、何日にしますか。 *Ja, nan-nichi ni shimasu ka?* Then when will (we) do it?

4-4 腕試し *Udedameshi* Tryout

1. Find out what and when the next major Japanese holiday is, and whether or not your Japanese friend/colleague will be coming to school/work.
2. Invite a friend to do something with you and, if s/he accepts, work out details for where and when you will meet.
3. Ask a Japanese exchange student when his/her next class begins and ends.

◆ Scene 4-5 練習 *Renshuu* Practice

理解練習 *Rikai renshuu* Comprehension practice



4-5-1C Waiting for someone (BTS 13, 24)

Circle “who” if the man tells you who waited, or “for whom” if he tells you the person he waited for. Then write the name of the person mentioned in the space provided.

- Ex. 1. (who) for whom Tanaka-san
- Ex. 2. who (for whom) Yamamoto-san
3. who for whom -san
4. who for whom -san
5. who for whom -san
6. who for whom -san
7. who for whom -san

実演練習 *Jitsuen renshuu* Performance practice



4-5-2P Interjecting opinions (BTS 25)

Respond to your colleague by offering your assumption about how easy or difficult the activities must have been, according to the illustrations.

Ex. 1.

- | | | | |
|------------|--------------------|---|--|
| Suzuki-san | 使いましたよ。 | <i>Tsukaimashita yo.</i> | I used it! |
| You | そうですか。使いやすかつたでしょう。 | <i>Soo desu ka. Tsukaiyasukatta deshoo.</i> | Really. I bet it was easy to use, wasn't it. |

Ex. 2.

- | | | | |
|------------|--------------------|--|---|
| Suzuki-san | 作りましたよ。 | <i>Tsukurimashita yo.</i> | I made it! |
| You | そうですか。作りにくかつたでしょう。 | <i>Soo desu ka. Tsukurinikukatta deshoo.</i> | Really. I bet it was hard to make, wasn't it. |

Ex. 1.	Ex. 2.	3.	4.
			
5.	6.	7.	8.
			



4-5-3P Asking questions (BTS 13, 24)

Ask a team member a question based on the context. Then check what you said with the model and listen to her response.

You are wondering:

- Ex. 1. Who will do a certain task.
- Ex. 2. Which of several items would be best (to use).
- 3. What she bought at the store.
- 4. Which of several items she used.
- 5. Who would be best (for a certain task).
- 6. What she will study.

4-5 腕試し Udedameshi Tryout

- 1. Ask a friend or colleague about his/her weekly schedule.
- 2. Find out when the Japanese school year begins and ends.

◆ Scene 4-6 練習 *Renshuu* Practice

理解練習 *Rikai renshuu* Comprehension practice



4-6-1C Naming or counting time? (BTS 29)

Listen to the audio and indicate whether the speaker is naming a point in time or counting time. Then write the time or the amount of time. If you hear something unfamiliar, rely on what you know to choose the correct answer.

- | | | | |
|--------|---|---|--------------------------------|
| Ex. 1. | ☒ naming time | ☐ counting time | _____ 9:00 _____ |
| Ex. 2. | ☐ naming time | ☒ counting time | _____ 2 hours 30 minutes _____ |
| 3. | ☐ naming time | ☐ counting time | _____ |
| 4. | ☐ naming time | ☐ counting time | _____ |
| 5. | ☐ naming time | ☐ counting time | _____ |
| 6. | ☐ naming time | ☐ counting time | _____ |
| 7. | ☐ naming time | ☐ counting time | _____ |
| 8. | ☐ naming time | ☐ counting time | _____ |
| 9. | ☐ naming time | ☐ counting time | _____ |

実演練習 *Jitsuen Renshuu* performance practice



4-6-2P Restating to confirm assumptions (BTS 29)

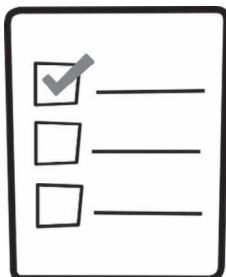
Confirm Tanaka-san's assumptions about when or for how long you did something.

Ex. 1.

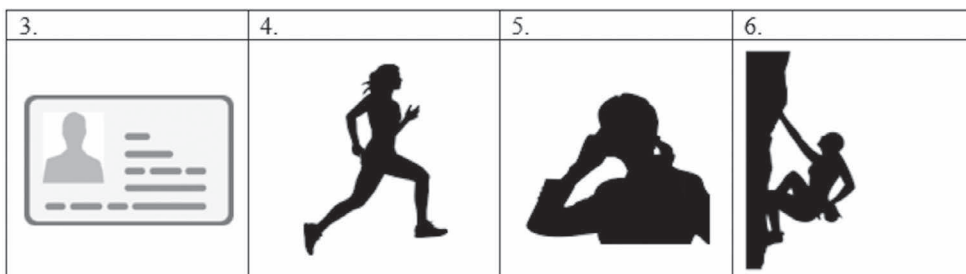


- | | | | |
|------------|--------------------------|---|---|
| Tanaka-san | ちょっと使いましたね。ええと…… 3時間ですか。 | <i>Chotto tsukaimashita ne. Eeto . . . san-jikan desu ka?</i> | You used it a bit, didn't you? Um . . . was it three hours? |
| You | はい、3時間ぐらい使いました。 | <i>Hai, san-jikan gurai tsukaimashita.</i> | Yes, I used it for three hours. |

Ex. 2.



Tanaka-san	ちよっとしましたね。ええと……12時ですか。	<i>Chotto shimashita ne. Eeto ... juu-ni-ji desu ka?</i>	You did it a bit, didn't you? Um, was it twelve o'clock?
You	はい、12時にしました。	<i>Hai, juu-ni-ji ni shimashita.</i>	Yes, I did it at twelve o'clock.



4-6-3P Clarifying what is assumed (BTS 27)

React with a bit of surprise to a club member's assumptions about Wang-san's language abilities. Based on the illustrations, confirm the language that Wang-san can handle.

Ex. 1.



Club member	よくわかりますね。	<i>Yoku wakarimasu ne.</i>	He understands well, doesn't he.
You	え?あの、ワンさん、日本語がわかりますか?	<i>E? Ano, Wan-san, nihongo ga wakarimasu ka?</i>	Huh? Um, does Wang-san understand Japanese?

Ex. 2.



Club member よく話しますね。 *Yoku hanashimasu ne.* He speaks well, doesn't he.

You え?あの、ワンさん、英語を話しますか? *E? Ano, Wan-san, eigo* Huh? Um, does Wang-san o hanashimasu ka? speak English?

3.	4.	5.	6.



4-6-4P Indicating the important information (BTS 27)

Initiate the conversation by asking a co-worker a question based on the prompt. The information you are most concerned about is circled in the prompt.

Ex. 1.

You 英語は田中さんが *Eigo wa Tanaka-san ga* It's Tanaka-san that understands
 わかりますね? *wakarimasu ne?* English, right?

Morita-san はい、田中さんがわ *Hai, Tanaka-san ga* Yes, it's Tanaka-san.
 かります。 *wakarimasu.*

Ex. 2.

You 田中さんは英語が *Tanaka-san wa eigo ga* It's English that Tanaka-san
 わかりますね? *wakarimasu ne?* understands, right?

Morita-san はい、英語がわかり *Hai, eigo ga wakarimasu.* Yes, it's English.
 ます。

Ex. 1. Tanaka-san understands English

Ex. 2. Tanaka-san understands English

3. Suzuki-san can play (do) tennis

4. Kobayashi-san needs an umbrella

5. Yoshino-san has a bicycle

6. Ito-san can do Korean

7. Kato-san understands Chinese

8. Morikawa-san needs a bag

9. Yamaguchi-san understands French

◆ Scene 4-7 練習 *Renshuu* Practice

読み練習 *Yomi-renshuu* Reading practice

4-7-1R Reporting where something or someone was or where something was taking place

Circle the appropriate particle for each of the statements.

- | | | | | |
|--------|---------------|----|----|-------------|
| Ex. 1. | 神田さんはオフィス | ①に | で | いましたけど ……。 |
| Ex. 2. | ミーティングは大学 | に | ②で | ありましたけど ……。 |
| 3. | ご飯はアパート | に | •で | 食べましたけど ……。 |
| 4. | クッキーとかケーキはここ | に | •で | ありましたけど ……。 |
| 5. | ポスターはコピールーム | に | •で | 作りましたけど ……。 |
| 6. | 歴史とか文学のクラスは大学 | に | •で | 取りましたけど ……。 |
| 7. | クラスメートはクラス | に | •で | いましたけど ……。 |
| 8. | パソコンはあのお店 | に | •で | 買いましたけど ……。 |

4-7-2R Expressing or asking about limitation

Choose what fits in each of the statements or questions. You may choose each option once.

- a. 大きい おお の b. 英語 えいご c. これ d. 1時間 じかん e. たかし くん 君 f. 数学 すうがく

- Ex. 1. クラスは f だけです。
- Ex. 2. テニスは d だけしました。
3. ルームメートは だけ来ました。
4. だけですか。韓国語 かんこくご もわかりますか。
5. 大きい おお かばんは、 だけですか。
6. かばんは、この だけですか。

4-7-3R Expressing contrast

Choose what fits in each of the statements or questions. You may choose each option once.

- a. 歴史^{れきし} b. 先生^{せんせい} c. うち^{うち} d. スーパー^{すーぱあ} e. おどとい
f. C D g. 傘^{かさ} h. 神田さん^{かんだ} i. それ j. シャーペン^{しゃあぺん}

- DVDはありますが、 f はありません。
- 数学^{すうがく}は取りますが、 a は取りません。
- かばんはありますが、 はないですね。
- ここでは読みますが、 では読みませんよね。
- 学生^{がくせい}は来ますが、 は来ませんよ。
- 寺田さん^{てらだ}は遅^{おそ}かったですけど、 は遅^{おそ}くなかったですよね。
- この店^{みせ}にはありましたが、あそこの にはありませんでしたよ。
- きのうはけっこう忙^{いそが}しかったけれど、 は全然^{ぜんぜん}忙^{いそが}しくなかったですよ。
- この鉛筆^{えんぴつ}は使いやすいけど、あの ^{つか}は使いにくいですよ。

4-7-4R Asking for information

Match each of the following questions to the appropriate responses.

- | | | |
|---|------------|---|
| Ex. 1. ここはどこでしょうか。 | <u> j </u> | a. 「meeting」って言いますよ。 |
| Ex. 2. 専攻 ^{せんこう} は何ですか。 | <u> d </u> | b. 3 F じゃないでしょうか。 |
| 3. あのパソコンはどうでしょうか。 | <u> </u> | c. あの先生 ^{せんせい} ですよ。分 ^わ かりますか。 |
| 4. あれはどなたですか。 | <u> </u> | d. 日本語 ^{にほんご} です。 |
| 5. この会議 ^{かいぎ} は何時 ^{なんじ} から始めましょうか。 | <u> </u> | e. 数学 ^{すうがく} でした。 |
| 6. 専攻 ^{せんこう} は何でしたか。 | <u> </u> | f. 4時半 ^{じはん} ぐらいからはどうですか。 |
| 7. 坂本 ^{さかもと} さんはどちらでしょうか。 | <u> </u> | g. 沼田 ^{ぬまた} さんじゃないですか。 |
| 8. 白井 ^{しらい} 先生 ^{せんせい} はどの先生 ^{せんせい} でしょうか。 | <u> </u> | h. 福沢 ^{ふくざわ} 高校 ^{こうこう} じゃなかったでしょうか。 |
| 9. 寺田 ^{てらだ} さんはどちらの高校 ^{こうこう} でしたか。 | <u> </u> | i. ちょっと使いにくいですよ。 |
| 10. 「会議 ^{かいぎ} 」は英語 ^{えいご} で何 ^{なん} と言 ^い いますか。 | <u> </u> | j. コロンバス ^{ころんぼす} ですよ。 |

4-7-5R Under human control or not

Circle the appropriate particle for each of the questions.

- Ex. 1. だれ が を しましたか。
- Ex. 2. だれの^{なまえ}名前 が を 書きましたか。
3. どこ が を つく 作りやすいですか。
4. どのかばん が を たか 高いですか。
5. どの^{せんせい}先生の^{すうがく}数学 が を と 取りましたか。
6. どの^{こうえん}公園 が を きれいですか。
7. どれ が を できませんでしたか。
8. どなた が を さかもとせんせい 坂本先生ですか。
9. だれのC D が を き 聞きましたか。
10. あの^{せんせい}先生の^{えいご}英語 が を わ 分かりましたか？

4-7-6R Preferred word order

Select the preferred word order.

- Ex. 1. (A. 図書館^{としやかん}で B. 数学^{すうがく}を C. 今日^{きょう}は)
C A B ^{べんきょう}勉強します。
- Ex. 2. (A. テニス^{てにす}を B. 神田^{かんだ}さんは C. 3時^じに)
B C A します。
3. (A. 佐藤^{さとう}さんが B. 仕事^{しごと}が C. 明日^{あした}は)
 _____ できますよ。
4. (A. 2ページ^{ぺえじ}から B. あの^{ほん}本は C. 34ページ^{ぺえじ}まで)
 _____ ^よ読みました。
5. (A. 昨日^{きのう}は B. 昼^{ひる}ご飯^{はん}も C. 朝^{あさ}ご飯^{はん}も)
 _____ ^た食べませんでした。
6. (A. あそこ^{あそこ}まで B. ここ^{ここ}から C. どの^{どの}ぐらい)
 _____ かかりますか？
7. (A. モリス^{もりす}さんは B. あの^{ぼすたあ}ポスター^あを C. この^{みせ}お店^{みせ}で)
 _____ ^{つく}作りました。

◆ 書き練習 *Kaki-renshuu* Writing practice

文字練習 *Moji renshuu* Symbol practice

Use the Symbol Practice sheets in Appendix A to practice a hiragana character #46 for Scene 4-7.



4-7-7W Fill-in-the-blank

Listen to the audio and fill in the blanks with the particles you hear. If there is no particle, put X.

- Ex. 1. だれ が しますか。
- Ex. 2. どこ で しますか。
3. いつ しますか。
4. どれ しますか。
5. だれ いいですか。
6. どこ いいですか。
7. いつ いいですか。
8. どれ いいですか。
9. どれ ありますか。
10. どこ ありますか。
11. これ それ ありますか。
12. いつ いつ しますか。



4-7-8W Sentence completion

Complete the following based on what you hear.

- Ex. 1. これはしますが、あれはしません。
- Ex. 2. あれはしましたが、それはしませんでした。

3. それはおいしいですけど、これは_____。
4. ここはおいしかったですけど、あそこは_____。
5. このかばんはいいですが、あのかばんは_____。
6. そのDVDはよかったですか、あれは_____。
7. ここはきれいですか、あそこは_____。
8. あそこはきれいでしたが、そこは_____。
9. ここにはありますが、あそこには_____。
10. ^{かさ}傘はありましたが、かばんは_____。



◆ 評価 *Hyooka* Assessment

Answer sheet templates are provided in Appendix B for the Assessment sections.



聞いてみよう *Kiite miyoo* Listening comprehension

Read the context, listen to the audio, and then answer the questions. If you hear something unfamiliar, rely on what you know to choose the correct answer.

1. A man is asking a female colleague about her hotel accommodations.
 - a. On what point does the woman agree with the man?
 - b. What comment does the woman add?
2. A man asks his colleague about a recent trip.
 - a. Where did the woman go?
 - b. How does the woman describe that place?
 - c. Why does the man thank the woman?
3. A man and a woman are looking at a menu in a café.
 - a. What are they trying to decide?
 - b. What does the woman suggest?
 - c. What is the final decision?
4. Two colleagues are talking in their office.
 - a. Who is the man looking for?
 - b. How many days will that person be gone?
 - c. What additional information does the woman provide?
5. Members of a volunteer organization are talking about a new design for their logo.
 - a. What does the man first ask the woman?
 - b. What is her response?
 - c. What does the man assume about the process?
6. Two members of a community club are talking about an upcoming event.
 - a. What does the woman initially ask?
 - b. What is the man's response?
 - c. What else does the woman find out?

7. Two students are talking at a student orientation.
 - a. What is the man's major?
 - b. What subjects is the man especially bad at?
8. Two interns are talking about a restaurant.
 - a. When did the man go there?
 - b. Give details about the restaurant based on what the man says: What's its name? Is it new or old? What kind of cuisine is served? How are the prices?



使ってみよう *Tsukatte miyoo Dry run*

Listen to the audio, and respond based on the context. Then compare what you said to the sample response.

1. Your teacher asks you whether you have been to Hokkaido. Tell him that you went last year.
2. Your colleague suggests buying a new electronic device. Remind him that the one you have (this one) isn't that old.
3. Your teacher mentions a "Professor Sakamoto." Check if he is talking about the very well-known figure in your field by that name.
4. A member of your school activity club is wondering which of the advertisement posters from various years will be good to use in a presentation that you are working on. Suggest (a) the one from the upcoming year; (b) the one from the year before last year; (c) the ones from the Showa era; (d) the ones from the upcoming academic term.
5. Respond to a co-worker with some ambiguity or uncertainty as you share the following information: (a) you are from Canada; (b) tomorrow won't work; (c) the event will be held the day after tomorrow; (d) it's Mr. Anderson who has arrived.

Now it's your turn to start the conversation based on the given context. Listen to how the other person reacts to you. For some items, you may not get a verbal response. If you hear something unfamiliar, rely on what you know to choose the correct answer.

6. You have to finish a project before you go home this evening. Tell your co-worker that you'll be going home late.
7. Tell your teacher that the new poster was a bit hard to read.
8. You are brainstorming about an upcoming event. Pose these questions: (a) from what date to what date it is scheduled; (b) from which day of the week to which day of the week that means; (c) from which time to which time it will be held; and (d) which numbered pieces of equipment (from which number to which number) will be used.

読んでみよう Yonde miyoo Contextualized reading

You are reading a text with some help from a furigana-generating website/browser add-on/app, etc. Read the passages below and answer the questions that follow in English.

- Here is a text message from your supervisor:



- Why does the writer apologize?
 - What does the writer tell you about his/her schedule tomorrow?
- Here are some text messages between two colleagues:



- a. What is the topic of these text messages?
 - b. What does the writer in the first text message ask for confirmation of?
 - c. Why does the writer of the second text message mention the Nihon Hotel? Why is a meeting mentioned in the second text message?
 - d. How is the Nihon Hotel described?
3. Here is an email message you received from your instructor about your class:

Subject: 明日の授業 あした じゅぎょう

明日の授業は1時からじゃなくて、1時半からです。
 宿題は本の23ページから27ページまでです。
 坂本 さかもと

- a. What does the instructor say about the class time tomorrow?
 - b. What is the homework assignment?
4. Your coworker Tanaka-san uses an app to add furigana to messages. Here is an email he received:

Subject: 明日の会議 あした かいぎ

タナカさん た な か
 おかえりなさい。京都はどうでしたか？ きょうと
 明日の会議は午前9時からです。こちらからは私とタナカさん、ZONIからは春野さんと綿貫さんが来ます。
 渡邊 わたなべ

- a. Where has Tanaka-san been recently?
 - b. When will the meeting be held?
 - c. Who will attend the meeting? Where are they from?
 - d. Can you guess why Tanaka is written in *katakana*?
5. Here is a text message you received from your classmate:

Signal strength, DOKOKA, Wi-Fi, 22:17, Location, Alarm, Battery icons

Menu icon, Amy Johnson, Phone, Video call icons



来学期の韓国語の授業の時間と場所、わかりますか。
らいがっき かんこくご じゅぎょう じかん ばしょ

- a. What does your classmate want to know?



書き取り *Kakitori* Dictation

Listen, imagine the context, repeat silently what you hear, then write it down.

1. _____。
2. _____。
3. _____。
4. _____。
5. _____。
6. _____。
7. _____。
8. _____。

書いてみよう *Kaite miyoo* Contextualized writing

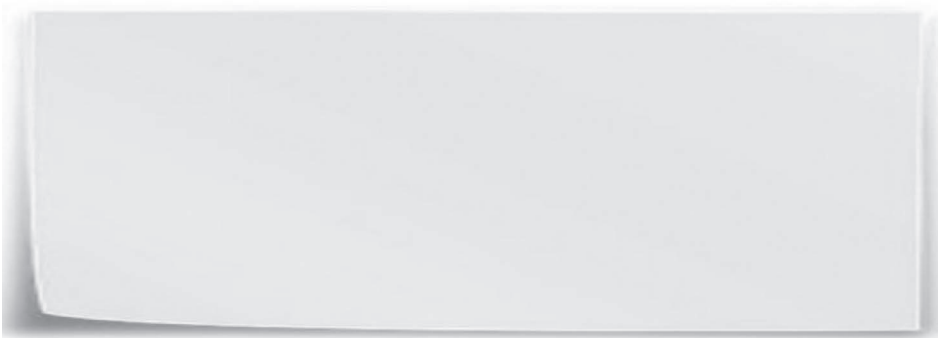
Consider the context provided and write a note according to the directions.

For all writing tasks below, you need katakana: コピー (noun) “copy, copies,” and コピーします (verb) “(make) copies, copy, duplicate.” Make sure to use appropriate particles. Write your message horizontally.

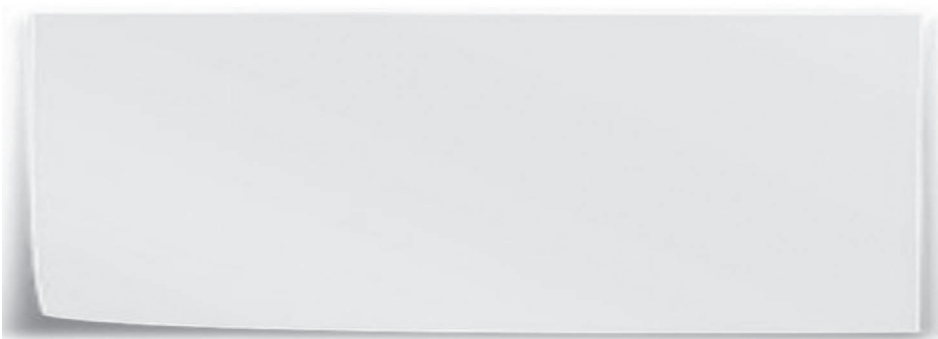
1. You are looking at a memo from an assistant that refers to copies he has made. On a sticky note attached to the memo, ask the assistant where the copies are located.



2. You have just made copies for your supervisor. On a sticky note attached to the copied document, tell the supervisor that you made copies of this (document) up to and including page 39 (write “p. 39”).



3. On your desk you found a copy of a schedule that seems to be an old version. On a sticky note attached to the copy, ask your assistants who made copies of this (schedule), and when they copied it.



知ってる? *Shitte'ru?* What do you know?

Select the most appropriate option and write the letter in the space on your answer sheet.

1. You've been asked if you made the tarts. You reply:
いいえ、_____でした。 *Iie, _____ deshita.* (BTS 1)
- a. 作りません *tsukurimasen*
 - b. 作らなかった *tukuranakatta*
 - c. 作らない *tsukuranai*

2. You've been asked if the train was early. You reply:
 いいえ、_____ なかったです。 *Iie, _____ nakatta desu.* (BTS 1)
- ^{はや} 早い *hayai*
 - ^{はや} 早く *hayaku*
 - ^{はや} 早かった *hayakatta*
3. You ask if someone's major wasn't linguistics.
^{げんごがく} 言語学 _____ ですか。 *Gengogaku _____ desu ka.* (BTS 1)
- なかった *nakatta*
 - じゃなかった *ja nakatta*
 - じゃありません *ja arimasen*
4. You've been asked about dinner. You reply:
 _____ でした。 _____ *deshita.* (BTS 1)
- おいしくありません *Oishiku arimasen*
 - ^た 食べなかった *Tabenakatta*
 - よくなかった *Yoku nakatta*
5. You give your colleague an idea of the kinds of things you ate at the party.
^{くつきい} クッキー _____ ^{ぱい} パイを ^た 食べました。 *Kukkii _____ pai o tabemashita.* (BTS 8, 11)
- だけ *dake*
 - とか *to ka*
 - あと *ato*
6. You're not entirely certain that something is true.
^{ほんとう} 本当 _____。 *Hontoo _____.* (BTS 2)
- でしょう *deshoo*
 - ですよ *desu yo*
 - ですね *desu ne*
7. You plan to go home late tonight.
^{こんばん} 今晚 _____ ^{かえ} 帰ります。 *Konban _____ kaerimasu.* (BTS 3)
- ^{おそ} 遅い *osoi*
 - ^{おそ} 遅かった *osokatta*
 - ^{おそ} 遅く *osoku*

8. Which of the following represents *yonhyakuman gosen-en*? (BTS 4)
- ¥ 450,000
 - ¥ 405,000
 - ¥ 4,005,000
9. You waited about 40 minutes for your friend.
 40分^{ぶん} _____ 待ちました。Yonjuppun _____ machimashita. (BTS 5)
- ぐらい *gurai*
 - ごろ *goro*
 - には *ni wa*
10. You ask the salesperson if they only have Japanese teas. (BTS 9)
- ^に日本^はのお茶^{だけ}ですか。Nihon no wa ocha dake desu ka.
 - ^{お茶}は^に日本^のの^{だけ}ですか。Ocha wa nihon no dake desu ka.
 - ^に日本^ののお茶^はは^{これ}だけですか。Nihon no ocha wa kore dake desu ka.
11. The interviewer asks you what you studied in college. You reply:
 社会学^{しゃかいがく}、言語学^{げんごがく}、_____ 日本語^{にほんご}を勉強^{べんきょう}しました。Shakaigaku, gengogaku, _____
 nihongo o benkyoo shimashita. (BTS 11)
- だけ *dake*
 - も *mo*
 - あと *ato*
12. By ending a sentence with けど *kedo* or か *ga*, you sound as if you're _____. (BTS 12)
- familiar with the situation
 - hedging your response
 - completely certain
13. You ask the manager who will do the buying.
 だれ^か _____ 買いますか。Dare _____ kaimasu ka. (BTS 13, 24)
- が *ga*
 - は *wa*
 - を *o*
14. You wonder which cookie is delicious.
 どれ _____ おいしいでしょうか。Dore _____ oishii deshoo ka. (BTS 13, 24)
- が *ga*
 - は *wa*
 - を *o*

15. You point out that it was Ms. Terada who baked all the cakes.
 寺田さん^{てらだ}_____全部^{ぜんぶ}作^{つく}りました。
Terada-san _____ zenbu tsukurimashita. (BTS 13, 24)
- を *o*
 - は *wa*
 - が *ga*
16. Compared to other subjects, you think that physics is very difficult.
 物理^{ぶつり}_____と^{むずか}っても難^{むずか}しい。 *Butsuri _____ tottemo muzukashii.* (BTS 13)
- が *ga*
 - は *wa*
 - を *o*
17. You ask your *koohai* in the office informally about yesterday's meeting.
 30分^{ふん}だけじゃ _____? *Sanjuppun dake ja _____?* (BTS 14)
- なかった *nakatta*
 - ないです *nai desu*
 - ありません *arimasen*
18. Which of the following time words would occur with particle *に ni* to indicate when something took place? (BTS 20)
- 先月^{せんげつ} *sengetsu*
 - 三月^{さんがつ} *sangatsu*
 - 先学期^{せんがっき} *sengakki*
19. You want to politely contradict the new intern about who's teaching the seminar tomorrow.
 あしたは木村先生^{きむらせんせい}_____か。 *Ashita wa Kimura-sensei _____ ka?*
 (BTS 21)
- でしょう *deshoo*
 - じゃなかったです *ja nakatta desu*
 - 教えません^{おし} *oshiemasen*
20. You're certain that the class begins at 4:00 and not 3:00.
 4時^じ_____ですよ。 *Yoji _____ desu yo.* (BTS 22)
- に *ni*
 - まで *made*
 - から *kara*

21. Your friend asked you to check on when the library closes tonight. You reply:
 今晚は10時半_____です。Konban wa juujihan _____ desu. (BTS 22)
- まで *made*
 - から *kara*
 - に *ni*
22. You want to know which computer your coworker plans to use.
 どれ_____使いますか。Dore _____ tsukaimasu ka. (BTS 24)
- は *wa*
 - を *o*
 - が *ga*
23. You've been asked which one you want to buy. You reply:
 これ_____お願いします。Kore _____ onegai shimasu. (BTS 24)
- は *wa*
 - が *ga*
 - を *o*
24. You're convinced that it's pretty hard to understand the boss' Japanese.
 _____^わ分かりにくいですよ。_____ wakarินิกui desu yo. (BTS 26)
- あまり *Amari*
 - ちょっと *Chotto*
 - わりと *Wari to*
25. You don't think it's going to be easy to make the new program.
 ちょっと_____ですねえ。Chotto _____ desu nee. (BTS 25)
- ^{つく}作りやすい *tsukuriyasui*
 - ^{つく}作りやしくない *tsukuriyasuku nai*
 - ^{つく}作りにくくない *tsukurinikuku nai*
26. Classifier completion: (BTS 29)
- ^{よん}四 *Yon-*
- ^{じ かん}時間 *jikan*
 - ^{しゅうかん}週間 *shuukan*
 - ^{ねん}年 *nen*

27. 九 ^{きゅう} Kyuu-
- 時間 ^{じ かん} *jikan*
 - 日 ^{にち} *nichi*
 - 年 ^{ねん} *nen*
28. You've been asked how long you'll lay over at the airport. You reply:
 _____ ぐらいです。 _____ *gurai desu*. (BTS 29)
- 二時間 ^{に じ かん} *Nijikan*
 - 2時 ^じ *Niji*
 - 日曜日 ^{にちよう び} *Nichiyooobi*
29. Which of the following are true regarding the differences between spoken and written Japanese? (BTL 1)
- が *ga* is more common in spoken language; けれど、けども、けれども *keredo, kedomo, keredomo* are more common in writing.
 - けど is more common in spoken language; けれど、けども、けれども are more common in writing.
 - じゃ is a written form while では is a spoken form.
30. Japanese input on a computer _____. (BTL 3)
- uses a Japanese keyboard
 - requires a Japanese operating system
 - can be done using romanization

第 5 幕 Act 5

ねが
お願いしてもいいですか。

May I ask a favor of you?

き いつとき はじ き いっしょう はじ
聞くは一時の恥、聞かぬは一生の恥

To ask may lead to shame for a moment,
but not to ask leads to shame for a lifetime.

◆ Scene 5-1 練習 Practice

理解練習 Comprehension practice



5-1-1C Identifying ～て forms (BTS 1)

Select the meaning of the ～て form you hear from the options below. You will not use every option.

Ex. 1. h Ex. 2. o 3. _____ 4. _____ 5. _____
6. _____ 7. _____ 8. _____ 9. _____ 10. _____

a. write	b. expensive	c. do	d. make	e. speak
f. listen	g. hurry	h. return	i. come	j. new
k. use	l. fast	m. wait	n. buy	o. finish

実演練習 Performance practice



5-1-2P Taking up an offer (BTS 2)

Respond positively to Ikebe-san (a new part-time worker) when she offers to do various things.

Ex. 1.		
Ikebe-san	手伝いましょうか。	Shall we/I help?
You	じゃあ、手伝ってください。すみません。	Then please help. Thanks.
Ex. 2.		
Ikebe-san	Tシャツ作りましょうか。	Shall we/I make T-shirts?
You	じゃあ、作ってください。すみません。	Then please make (it). Thanks.



5-1-3P Either will be fine. (BTS 2)

Your work associate presents two alternatives. Respond that either will be fine.

Ex. 1.

Tanaka-san 今日しましょうか。明日しましょうか。 Shall we/I do it today or tomorrow?
 You 今日でも明日でもいいですよ。 Either today or tomorrow will be fine.

Ex. 2.

Tanaka-san 大きく書きましょうか。小さく書きまし Shall I draw it big or small?
 ょうか。
 You 大きくても小さくてもいいですよ。 Either big or small is fine.



5-1-4P Suggesting that it probably won't make a difference (BTS 2)

Respond to a suggestion from a member of your project group that it probably won't make a difference whether or not you do what she suggests.

Ex. 1.

Kawata-san 今日しましょうか。 Shall we/I do it today?
 You 今日してもしなくても同じでしょう。 Either doing it today or not will prob-
 ably be the same.

Ex. 2.

Kawata-san 会いましょうか。 Shall we/I meet them?
 You 会っても会わなくても同じでしょう。 Either meeting them or not will prob-
 ably be the same.

◆ Scene 5-2 練習 Practice

理解練習 Comprehension practice



5-2-1C What does Sakamoto-san want to do? (BTS 4)

Select from the options below what Sakamoto-san (the female speaker) wants permission to do. If you hear something unfamiliar, rely on what you know to choose the correct answer.

Ex. 1. h Ex. 2. c 3. _____ 4. _____ 5. _____
6. _____ 7. _____ 8. _____

- | | | |
|------------------------|-----------------------------------|-------------------------|
| a. ask a question | b. bring a cell phone | c. use something |
| d. not come in April | e. not hurry | f. come again next year |
| g. take about 3 months | h. make it the day after tomorrow | |

実演練習 Performance practice



5-2-2P Giving the benefit of the doubt (BTS 3)

Your colleague is wondering about something. If she is wrong, correct her, assuming that she actually has access to the same information; otherwise, go along with her in wondering about the situation.

Ex. 1.	\$1 = ¥107	
Akiyama-san	今1ドル108円ぐらいですかねえ。	I wonder if a dollar is about 108-yen.
You	いや、107円ぐらいでしょう？	No, it's about 107-yen, don't you know.
Ex. 2.	??	
Akiyama-san	来週の会議、どの会議室ですかねえ。	In which conference room will next week's meeting be?
You	どの会議室でしょう。	Which conference room, I wonder.
3. History; 4. Not Room 206; 5. Test on Thursday; 6. ??		



5-2-3P Denying permission (BTS 2, 4)

When a junior colleague asks permission not to do something, politely tell him to do it.

Ex. 1.

Tomoda-san	これ、しなくてもいいですか。	Is it okay if I don't do this?
You	いや、やっぱりしてください。すみません。	No, as you might expect, please do it. Sorry.

Ex. 2.

Tomoda-san	あの大きい、使わなくてもいいですか。	Is it okay if I don't use the big one?
You	いや、やっぱり使ってください。すみません。	No, as you might expect, please use it. Sorry.



5-2-4P Doing it and going home (BTS 4)

When a junior colleague asks for confirmation that you did something yesterday, tell her that you did it and went home.

Ex. 1.

Ikebe-san	食べましたね?	You ate (some), right?
You	はい、食べて帰りました。	Yes, I ate (some) and went home.

Ex. 2.

Ikebe-san	会議しましたね?	You held a meeting, right?
You	はい、会議して帰りました。	Yes, I held a meeting and went home.

5-2 腕試し Tryout

Ask a superior, such as a boss or a teacher, for permission to do something. For example, you could ask if it is all right to drink water in class, if it is all right to leave early (e.g., because you're not feeling well), or if it is all right to submit an assignment before the assigned due date.

◆ Scene 5-3 練習 Practice

理解練習 Comprehension practice



5-3-1C How many are there? (BTS 6)

In each conversation identify the quantity of items.

Ex. 1. seven

Ex. 2. two

3. _____

4. _____

5. _____

6. _____

7. _____



5-3-2C How polite is it? (BTS 5)

Listen to the four requests and rank them from most polite to least polite. (Keep in mind that the least polite request is still polite.)

Most polite: _____

Next most polite: _____

Third most polite: _____

Least polite: _____

実演練習 Performance practice



5-3-3P Agreeing and requesting (BTS 5, 6)

Express agreement with the quantity your team member suggests and politely request that she take care of it.

Ex. 1.

Takagi-san 買って来ますけど、6つぐらいがいい
でしょうか。

I'll go buy them, but would about 6
do?

You そうですね。6つぐらい買って来てい
ただけますか？

Yes, would you kindly go and buy
about 6?

Ex. 2.

Takagi-san	コピーして来ますけど、20枚ぐらい がいいでしょうか。	I'll go make copies, but would about 20 sheets do?
You	そうですね。20枚ぐらいコピーして 来ていただけますか？	Yes, would you kindly go and make about 20 copies?

5-3 腕試し Tryout

Make a polite request to a superior, such as a boss or a teacher. For example, you could ask your teacher to look over an assignment you completed.

◆ Scene 5-4 練習 Practice

理解練習 Comprehension practice



5-4-1C What's going on? (BTS 8, 9)

Select the option that corresponds to what the speaker says.

Ex. 1. b Ex. 2. a 3. 4. 5.
 6. 7. 8. 9. 10.

- Ex. 1. a. I went to the car.
 b. I went by car.
- Ex. 2. a. I saw the university.
 b. I saw it at the university.
3. a. I waited in the train.
 b. I waited for the train.
4. a. I went to the bank.
 b. I went from the bank to somewhere else.
5. a. I drew it using a pencil.
 b. I drew a picture of a pencil.
6. a. I studied in the hospital.
 b. I studied about the hospital.
7. a. I came to Fukuzawa University.
 b. I came from Fukuzawa University.
8. a. I talked on the telephone.
 b. I talked about the telephone.
9. a. I saw the supermarket.
 b. I saw it at the supermarket.
10. a. I came to the post office.
 b. I came from the post office.



5-4-2C What's the location?

Select the location that is being discussed from the options below.

Ex. 1. b Ex. 2. j 3. 4. 5.
 6. 7. 8. 9. 10.

- a. bank b. bookstore c. supermarket d. hospital e. convenience store
f. park g. classroom h. library i. train station j. meeting room

実演練習 Performance practice



5-4-3P Stating your destination (BTS 7, 8)

Your co-worker identifies a place where you can get something done or find something you need. Tell her that you are going to make a quick run to that place.

Ex. 1.

Sato-san これ、銀行でできますよ。

You can get this done at a bank, you know.

You じゃあ、ちょっと銀行まで行ってきます。

Then, I'll make a quick run to the bank.

Ex. 2.

Sato-san これ、駅の本屋にありますよ。

They have this at the bookstore in the station, you know.

You じゃあ、ちょっと駅の本屋まで行ってきます。

Then, I'm make a quick run to the bookstore in the station.



5-4-4P Suggesting a means for an action (BTS 9)

When your team member proposes an activity, suggest how to do it based on the illustrations.

Ex. 1.

Takahashi-san 大阪の病院まで行きましょう。

Let's go to a hospital in Osaka.

You じゃあ、バスで行きましょう。

Then let's go by bus.

Ex. 2.

Takahashi-san 本屋で買いましょう。

Let's buy it at a bookstore.

You じゃあ、クレジットカードで買いましょう。

Then let's buy it with a credit card.

Ex. 1.	Ex. 2.	3.	4.
			
5.	6.	7.	
 SUBWAY			

5-4 腕試し Tryout

Ask someone how s/he gets to work or school every day and how long it takes.

◆ Scene 5-5 練習 Practice

理解練習 Comprehension practice



5-5-1C What's going on? (BTS 12)

Select the option that corresponds to what the speaker says.

- Ex. 1. a Ex. 2. b 3. 4. 5.
6. 7. 8. 9. 10.

- Ex. 1. a. I got a present from my friend.
 b. I got a present because we're friends.
- Ex. 2. a. I came from Fukuzawa University.
 b. I came because it's Fukuzawa University.
3. a. I did it starting on page 5.
 b. I did it because it's only 5 pages.
4. a. I'm going home at 4 o'clock.
 b. It's 4 o'clock, so I'm going home.
5. a. I won't be going from the dorm.
 b. I won't be going because it's a dorm.
6. a. I heard it from Yamashita-san.
 b. I heard it, because it's Yamashita-san.
7. a. We're starting on Thursday.
 b. It's Thursday, so we're going to start.
8. a. It's about 20 minutes from the university.
 b. It's the university, so it's about 20 minutes.
9. a. We'll do it starting on the 2nd.
 b. We'll do it because it's only 2 days.
10. a. I borrowed it from the teacher.
 b. I borrowed it because she's a teacher.

理解実演練習 Comprehension and performance practice



5-5-2CP What would you say? (BTS 10)

Imagine what you would say in each situation and say it aloud. Then listen to the audio and select the one that best matches what you came up with.

- Ex. 1. You would like to meet with Yagi-san, the division chief, and she has said that tomorrow at 10:00 a.m. works. Let her know that you will visit her at that time. a. _____ b. _____ c. ☐ _____
- Ex. 2. Tomoda-san, a new intern, has just told you that he will attend a certain function tomorrow. Confirm this information to make sure you understood correctly. a. _____ b. _____ c. _____ d. ☐ _____
3. You are meeting Yamamoto-san, a client of your company, for the first time. When she asks, tell her that you came to Japan last month. a. _____ b. _____ c. _____ d. _____
4. You are wondering when Yagi-san, the division chief, will be going to the US. a. _____ b. _____ c. _____ d. _____
5. Yamamoto-san, a client of your company, has asked if you will be visiting him next Monday. Tell him that you will be there next Monday at 3:00 p.m. a. _____ b. _____ c. _____
6. Ask Tomoda-san, the newly hired intern, if he's going to Kyoto for Golden Week. a. _____ b. _____ c. _____



5-5-3CP Inviting Sakamoto-sensei to events (BTS 10)

Invite Sakamoto-sensei, your Japanese language teacher, to the activities listed below. Listen to how she responds and indicate whether she will (○) or will not (✕) attend.

- Ex. 1.
You 先生、よろしければ先生もあさっての発表にいらっしゃってください。 Professor, if it's all right, please come to the presentation the day after tomorrow.
Sakamoto-sensei あさってですか?伺います。 The day after tomorrow? Yes, I'll come.
- Ex. 2.
You 先生、よろしければ先生も午後のプレゼンにいらっしゃってください。 Professor, if it's all right, please come to the presentation in the afternoon.
Sakamoto-sensei 今日の午後ですか?午後はちょっと……。 In the afternoon today? The afternoon won't work.

Ex. 1.	Ex. 2.	3.
Award Announcement Ceremony in 2 days!	Presentation PM Session	Reception Next week
4.	5.	6.
Presentation Thursday!	Concert in October	Reception This academic term: TBD

Ex. 1. ○ Ex. 2. ✕ 3. 4. 5.
6.

実演練習 Performance practice



5-5-4P Reassuring someone that you'll be there by the specified time (BTS 10, 12)

When Watanabe-san, a business client, tells you when an event begins, reassure him that you'll be there by that time.

Ex. 1.

Watanabe-san

うちの発表は 16 時 20 分からですが……。

The announcement/presentation is from 4:20 p.m. . . .

You

わかりました。では、16 時 20 分までに参りますから。

All right. Then, I'll be there by 4:20 p.m., so. . . .

Ex. 2.

Watanabe-san

会議は 6 日からですが……。

The conference starts on the 6th. . . .

You

わかりました。では、6 日までに参りますから。

All right. Then, I'll be there by the 6th so. . . .

5-5 腕試し Tryout

1. Thank a superior or someone you don't know well for something that s/he did for you.
2. Ask someone, such as a teacher or your boss, what the deadline is for a certain task (by when it should be done).

◆ Scene 5-6 練習 Practice

理解練習 Comprehension practice



5-6-1C What are the appointment details? (BTS 15, 16)

Kato-san, the first speaker, is making appointments with various people. Complete the table below with the missing information about who he will meet, when and where. If you hear something unfamiliar, focus on what you know to determine the correct answer.

	Whom?	When?	Where?
Ex. 1.	Professor Sakamoto	After the second class	Classroom
Ex. 2.	Kawamura-san, a senior student	Before the linguistics class	In front of the library
3.			In Professor Shirai's office
4.			In the classroom
5.	Nakamura-san, a student organization leader		
6.	Suzuki-san, a classmate		In a lounge on the ____ floor

実演練習 Performance practice



5-6-2P Agreeing with the description of an outcome (BTS 14)

Agree with your teammate's description, and add that it is the result of a change.

Ex. 1.

Watanabe-san 難しいですねえ、このプレゼン。

It's difficult, isn't it—this presentation.

You そうですねえ。すごく難しくなりましたねえ。

Yes. It's become very difficult, hasn't it!

Ex. 2.

Watanabe	おもしろいですねえ、あの社会学の	It's interesting, isn't it—that sociology
-san	授業。	class.
You	そうですねえ。すごくおもしろくなり	Yes. It's become very interesting,
	ましたねえ。	hasn't it!



5-6-3P Requesting a classmate to help (BTS 5, 15)

A classmate who is slightly older than you asks you about an activity. Politely request that he do it together with you.

Ex. 1.

Yoshida-san	練習しますか?	Are you going to practice?
You	はい、あの、すみませんけど、一 緒に練習していただけますか。	Yes, um, sorry, but would you practice together with me?

Ex. 2.

Yoshida-san	時間決めますか?	Are you going to decide on the time?
You	はい、あの、すみませんけど、 一緒に決めていただけますか。	Yes, um, sorry, but would you decide together with me?

5-6 腕試し Tryout

Make an appointment with a superior, such as your teacher or your boss.

◆ Scene 5-7 練習 Practice

読み練習 Reading practice

Read all items silently, then re-read them out loud.

5-7-1R Introducing oneself

Who is doing this self-introduction? Write down the person's name.

- | | | |
|--------|--|-----------------------------|
| Ex. 1. | セスです。よろしく。 | <u>Seth</u> |
| Ex. 2. | スーです。どうぞよろしく。 | <u>Sue</u> |
| 3. | はじめまして。キアです。どうぞよろしく。 | <u> </u> |
| 4. | キース・オスカーです。よろしくお ^{ねが} 願ひします。 | <u> </u> |
| 5. | はじめまして。カーク・アーサーです。よろしくお ^{ねが} 願ひします。 | <u> </u> |

5-7-2R Seeking information about things and events

Match the questions on the left with the appropriate response on the right.

- | | | | |
|--------|----------------------------------|---------------|-----------------------------------|
| Ex. 1. | あのノートはどこですか。 | <u>c</u> | a. ¥50,000 ぐらいじゃないでしょうか。 |
| Ex. 2. | テニスはいつしますか。 | <u>d</u> | b. コーニーさんじゃありませんか。 |
| 3. | あのコートはだれのですよ
うか。 | <u> </u> | c. アニタさんのデスクにありますよ。 |
| 4. | このツアーはいくらでしょうか。 | <u> </u> | d. あしたの4 ^じ 時です。 |
| 5. | このウイスキーはどこのですよ
うか。 | <u> </u> | e. ネイトさんのじゃありませんか。 |
| 6. | あしたのコーチはどなたで
すか。 | <u> </u> | f. そうですね。¥35,000 ぐらいじゃあり
ませんか。 |
| 7. | このスーツはなかなかいいで
すね。いくらぐらいでしょうか。 | <u> </u> | g. テネシーのです。おいしいでしょう？ |

5-7-3R Correcting information

Fill in the blank by choosing the appropriate option from the selection below.

a. カナダ b. チーズケーキ c. エドガーさん d. ツアーガイド e. ツアー

Ex. 1. ゲイツさんはドイツじゃなくて、a じゃないですか。

Ex. 2. あの e はギニアじゃなくて、ケニアじゃありませんか。

3. あしたのデザートはアイスじゃなくて、 じゃないでしょうか。

4. はサウスダコタじゃなくて、ノースダコタじゃないでしょうか。

5. シカゴの はダニーさんじゃなくて、デニスさんじゃありませんか。

5-7-4R Asking for permission

Fill in the blank by choosing the appropriate option from below.

a. スキー b. サッカー c. クッキー d. スタート e. カット

Ex. 1. アーサーさんと a ^い に行ってもいいですか。

Ex. 2. ここ、e してもよろしいですか。

3. あしたみんなで してもいいでしょうか。

4. この 、いただいてもよろしいでしょうか。

5. あのツアーはあさってから してもいいでしょうか。

5-7-5R Thank-you memos

Fill in the blank by choosing the appropriate option from below.

a. ^{おし} 教えて b. ^き 決めて c. ^つ 連れて行って d. ^も 持ってきて e. ^よ 呼んで f. ^み 見て

- Ex. 1. ^{しゅくだい}宿題を f くださってありがとうございました。
- Ex. 2. ケーキを d くださってありがとうございました。
3. ^{とも}友だちも くださってありがとうございました。
4. ^{えいご}英語を くださってありがとうございました。
5. ^{かいぎ}会議の ^ひ日を くださってありがとうございました。
6. ^{ぎんこう}銀行まで くださってありがとうございました。

5-7-6R Identifying an odd item

Underline the item that does not belong to the list.

- | | | | | |
|--------|--------|--------|------|------|
| Ex. 1. | スキー | テニス | サッカー | タクシー |
| Ex. 2. | チーズ | ココア | クッキー | ケーキ |
| 3. | タクシー | セーター | スカート | ソックス |
| 4. | コネチカット | サウスダコタ | テキサス | シカゴ |
| 5. | ドイツ | カナダ | チケット | ガーナ |
| 6. | ザック | テッド | ダニー | デイジー |

Scene 5-7 書き練習 Writing practice

文字練習 Symbol practice

Use the Symbol Practice sheets in Appendix A to practice *katakana* characters #1-25 for Scene 5-7.



5-7-7W Making a shopping list

Create a shopping list based on the voice mail from your host mother.

• スイスチーズ • •
--



5-7-8W Writing down names

You are a new exchange student. Listen to your new classmates introduce themselves, and write down their full names in katakana.

Ex. 1.	ノア・オットー
Ex. 2.	アニタ・ウッド
3.	
4.	
5.	

◆ 評価 Assessment

Answer sheet templates are provided in Appendix B for the Assessment sections.



聞いてみよう Listening comprehension

Read the context, listen to the audio, and then answer the questions. If you hear something unfamiliar, rely on what you know to choose the correct answer.

1. Takashi has borrowed several books from Amy.
 - a. What is Takashi asking?
 - b. How does Amy respond?
 - c. What request does Amy make?
2. Kanda-san has been asked by a salesperson to try a new game that's very challenging.
 - a. What is Kanda-san's concern?
 - b. How does the salesperson try to reassure Kanda-san?
 - c. Does this reassure Kanda-san?
3. Sakamoto-sensei has some work to be done and approaches Kanda-san.
 - a. When does Sakamoto-san ask Kanda-san to start the work?
 - b. By what time does Sakamoto-san want the work done?
 - c. How much of the work does Sakamoto-san ask Kanda-san to do by this time?
 - d. How does Kanda-san respond to Sakamoto-san's request?
4. Yamamoto-san from Aoi Printing has brought a new poster that was just printed to Yagi-san.
 - a. What does Yamamoto-san express thanks for?
 - b. What does Yamamoto-san ask Yagi-san to do?
 - c. What does Yagi-san think of the poster?
5. Sasha is getting ready for a meeting when Kanda-san stands up and heads toward the door.
 - a. Where is Kanda-san going? Where is it located?
 - b. What does Sasha tell Kanda-san about the meeting?
 - c. What might Sasha be concerned about?
 - d. How does Kanda-san reassure Sasha?
6. Sasha is checking with Kanda-san about an event that she is organizing.
 - a. What assumption does Sasha make about Kanda-san?
 - b. When will the event occur?

- c. What does Kanda-san ask Sasha?
 - d. How does Sasha respond to Kanda-san's request?
7. Brian is talking to a classmate in his Japanese class.
- a. What are they talking about? How has it changed?
 - b. What does Brian's classmate suggest?
 - c. What does Brian suggest?
 - d. What does Brian want to know?
 - e. How does Brian's classmate respond? What does he add about today and tomorrow?
8. Sakamoto-sensei has distributed a worksheet to everyone in Brian's class.
- a. What does Sakamoto-sensei ask the students?
 - b. What does Sakamoto-sensei tell the class to do? By when?
 - c. What does Sakamoto-sensei say about #8?
 - d. Why is the student relieved?
9. Sasha and Kanda-san just played a game of tennis.
- a. What does Kanda-san say about Sasha's tennis ability?
 - b. What does Sasha thank Kanda-san for?
10. An office intern is preparing a poster for an upcoming meeting.
- a. What does the intern ask?
 - b. Why does Sasha apologize?
 - c. What is Sasha referring to when she says こっち?



使ってみよう Dry run

Listen to the audio and respond based on the context. Then compare what you said to the sample response.

1. An intern is asking about doing something. Respond affirmatively by telling him to do it (a through e).
2. Yamamoto-san, your company's client, asks if he can come back again. Respond affirmatively by telling him to come back again.
3. An office associate suggests two possible co-workers for the next project. Respond that either would be fine.
4. Yamamoto-san, your company's client, asks when you came to Japan. Respond that you arrived last month.
5. An office associate is wondering if a new item is needed. Respond that it will probably be okay whether it is new or not.
6. An intern points out that a reference book is outdated. Ask her to go to the book store in 3 ちょうめ丁目 and buy a new one.

7. An office associate wonders if she should ask Tomoda-san. Respond that it probably won't make a difference (i.e., will be the same) whether she asks him or not.
8. On your way to visit a client one of the interns points out that you don't have much time. Agree and respond that you should hurry.
9. Your friend is very impressed with the beautiful waterfall that you've taken him to see, as you predicted he would be. Agree with him in a way that shows you thought he would feel that way.
10. A friend asks why you threw something away. Explain that it's because (a) it's old; (b) you don't use it; (c) it's a bit small; (d) it's not interesting; (e) it's not pretty; (f) it's the one from last week.
11. Your office associates asks about the number of tables in the conference room. Respond that there are two large ones and three small ones.

Now it's your turn to start the conversation based on the given context. Listen to how the other person reacts to you. For some items, you may not get a verbal response. If you hear something unfamiliar, rely on what you know to choose the correct answer.

12. Without implying that there are other options ask an office associate if it's all right to (a) write in pencil; (b) go to the bank; (c) think (about it); (d) buy a new one; (e) use this; (f) turn it in tomorrow; (g) take a look.
13. While implying that there are other options, ask an office associate if it's all right to (a) do it tomorrow; (b) begin right now; (c) eat this part; (d) show her something; (e) make a new one; (f) ask one thing; (g) request her to do something; (h) borrow this book.
14. A rather sensitive issue has come up. Politely request the *senpai* in charge to call in the division manager.
15. An office associate will be using the conference room for a meeting. Politely ask her to be finished by 3 o'clock.
16. You are going to visit a client with a *senpai* from the office. Ask how you will get there.
17. You just finished practicing tennis at a community center with a *senpai* from your school's tennis club. Thank her for practicing here with you.
18. Ask the intern to go to the factory and borrow a new one from Nakatani-san tomorrow, because it's too late today.
19. Comment to Shirai-san on how much Ichiro-kun has grown.
20. You are talking to a teacher about meeting sometime. Ask if it's all right if it's after your second period class.

読んでみよう Contextualized reading

Read the information and answer the questions that follow in English.

1. Here's a list of study abroad participants from the US at a Japanese university.

- | |
|-------------|
| し め い
氏名 |
| 1. キース・ウッド |
| 2. アニタ・クック |

- | |
|--------------------|
| し ゆ っ し ん ち
出身地 |
| テキサス |
| テネシー |

- How many female students are on the list?
- Where is Keith from?
- Who is from the East Coast of the US?
- What is Gates-san's first name? Where is she from?

2. Here is an online search result for men's clothes.

メンズ			
			
V ネックセーター ☆☆☆☆☆ ¥2,800	コート ☆☆☆☆☆ ¥8,000	スーツ ☆☆☆☆☆ ¥6,800	ソックス ☆☆☆☆☆ ¥ 680

- What is the most expensive item?
- What is the cheapest item?
- What type of sweater is on sale?



書き取り Dictation

Listen, imagine the context, repeat silently what you hear, then write it down.

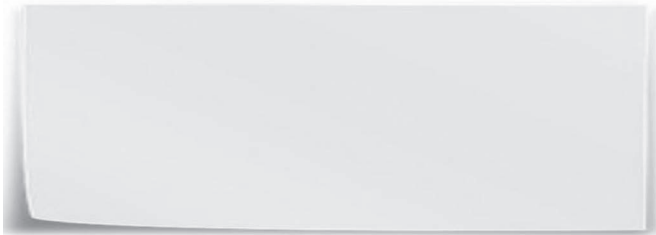
1. _____o
2. _____o
3. _____o
4. _____o
5. _____o

6. _____。
7. _____。
8. _____。

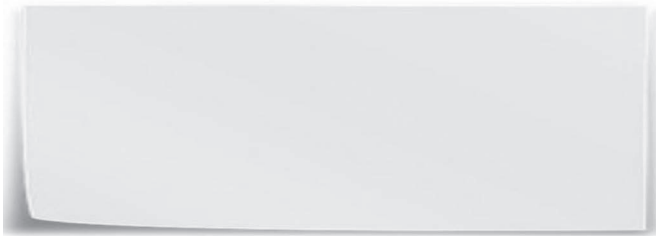
書いてみよう Contextualized writing

Compose a note according to the directions.

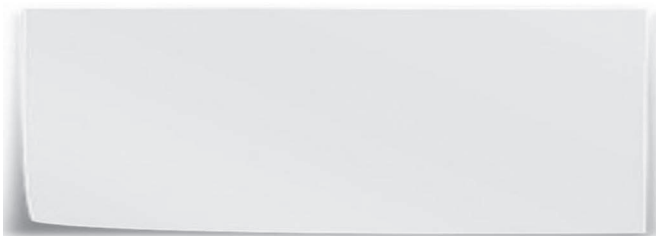
1. You are leaving a pamphlet for a group tour on the desk of your supervisor, Cook-san. On a sticky note attached to the pamphlet, politely invite her to join you by saying “Please come to this tour, if you would like.”



2. You are organizing a reception. Write a brief memo to West-san, your client, and politely ask him to come by taxi tomorrow.



3. You found a notebook in a conference room. Leave it on Carter-san's desk with a sticky note asking if this notebook isn't his.



知ってる? What do you know?

Select the most appropriate option and write the letter on your answer sheet.

- You invite another student to come to your party.
 _____ください。(BTS 1, 2)
 a. きて
 b. きいて
 c. かいて
- You wish to ask for permission to go home early today.
 今日早く^{きょうはや}_____。(BTS 2, 4)
 a. 帰^{かえ}って大^{だい}丈^{じょう}夫^ぶでしょう
 b. 帰^{かえ}ってください
 c. 帰^{かえ}ってもいいでしょうか
- You intend to buy something no matter the price.
 _____^{たか}高くなくとも^か買います。(BTS 2)
 a. 高^{たか}くても
 b. 安^{やす}くても
 c. 高^{たか}くて
- Which of the following is not used to express manner? (BTS 2)
 a. The -ku form of adjectives
 b. The -te form of adjectives
 c. The -te form of verbs
- You think the apartment is clean and assume that your friend does too.
 すごくきれい _____ (BTS 3)
 a. だった?
 b. でしょう?
 c. でしょうか。
- You suggest that you have ramen before going home and studying. (BTS 4f)
 a. ラーメン^{らーめん}を食^たべて、家^{うち}へ帰^{かえ}って、勉^{べん}強^{きょう}しましょう。
 b. 家^{うち}へ帰^{かえ}って、ラーメン^{らーめん}を食^たべて、勉^{べん}強^{きょう}しましょう。
 c. 勉^{べん}強^{きょう}して、ラーメン^{らーめん}を食^たべて、家^{うち}へ帰^{かえ}りましょう。

7. You tell another student that the test was really hard and you didn't do well.

_____ できませんでした。(BTS 4f)

- a. ^{むずか}難しい
- b. ^{むずか}難しくて
- c. ^{むずか}難しかった

8. You ask your advisor politely if she can bring something to the meeting tonight. (BTS 5)

^も持ってきて_____。

- a. ください
- b. ^{ねが}お願いします
- c. いただけませんか

9. You tell your roommate that you'll go look at the apartment next door and then be right back.

ちょっと_____。(BTS 7)

- a. ^み見えています
- b. ^み見てきます
- c. ^み見ていきます

10. You tell your office mate that you'll email Tamura-san.

^{たむら}田村さん_____メールします。(BTS 8)

- a. を
- b. に
- c. で

11. You tell your friend you'll go to the reception by car.

^{くるま}車^い_____行きます。(BTS 9)

- a. に
- b. へ
- c. で

12. You ask your homestay mother if it's okay to bring your friend to the party.

^{ともだち}友達を_____もいいでしょうか。(BTS 7)

- a. ^つ連れて行って
- b. ^も持ってきて
- c. ^つ連れてきて

13. You ask your supervisor if she'll be coming to the conference hotel tomorrow too.

あす
明日も _____ か。(BTS 10)

- a. 参ります
- b. いらっしゃいます
- c. うかがいます

14. Politeness levels in Japanese conversations are _____. (BTS 10)

- a. determined by such factors as formality and status
- b. fixed and pre-determined
- c. reserved for special occasions

15. You thank your coworker for helping you with a task.

_____ ありがとうございます。(BTS 11)

- a. てつだ
手伝って
- b. てつだ
手伝ってください
- c. てつだ
手伝ってくださって

16. You tell your friend why you're going to play a certain game this week.

せんしゅう
先週 _____ から、こんしゅう
今週は。(BTS 12)

- a. しなかったです
- b. しなかった
- c. ませんでした

17. ございます is the polite equivalent of _____. (BTS 10)

- a. あります
- b. います
- c. します

18. You ask your assistant to get the job done by 4:00.

じ
4時 _____ してください。(BTS 13)

- a. に
- b. まで
- c. までに

19. You think that a certain restaurant has gotten expensive.

あのレストランは高く _____ ねえ。(BTS 14)

- a. なりました
- b. なくなりました
- c. なかったです

20. You realize that Japanese class has really gotten to be a lot of fun!
 _____ ねえ。(BTS 14)
- a. ^{おもしろ}面白かったです
- b. ^{おもしろ}面白くなります
- c. ^{おもしろ}面白くなりました
21. Long vowels are represented in katakana by _____. (BTL 2)
- a. doubling the vowel symbol
- b. using a small X before the vowel symbol
- c. using the symbol — after the vowel symbol
22. When a word is borrowed into Japanese _____. (BTL 3)
- a. both the meaning and the pronunciation may change
- b. the pronunciation stays the same, but the meaning may change
- c. the meaning stays the same, but the pronunciation may change
23. When words are borrowed into Japanese, syllables that end in consonants _____. (BTL 4)
- a. acquire a vowel
- b. become /n/
- c. double the consonant
24. Syllables with an /r/ such as *car* and *fur* are likely to _____. (BTL 5)
- a. become short /a/ syllables
- b. occur with other consonants
- c. become long /a/ syllables
25. In borrowed words, syllables that begin with /w/ become _____. (BTL 8)
- a. long vowels
- b. ヱ plus a vowel
- c. short vowels
26. Voiced consonants include _____. (BTL 9)
- a. /t/ and /d/
- b. /g/, /z/, and /d/
- c. /k/, /s/, and /t/
27. In katakana, double consonants are represented by _____. (BTL 10)
- a. a reduced size katakana ッ
- b. a reduced size hiragana っ
- c. doubling the consonant symbol



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第 6 幕 Act 6

いつもお世話になっております。

**We always appreciate your
helpfulness.**

あす ひやく きょう ご じゅう
明日の百より今日の五十

A bird in the hand is worth two in the bush.

◆ Scene 6-1 練習 Practice

理解練習 Comprehension practice



6-1-1C Ongoing action vs. resulting state (BTS 1)

For each utterance, mark whether the ～ています form is indicating an ongoing action (OA) or a resulting state (RS).

- | | | |
|--------|--|--|
| Ex. 1. | ☐ OA | ☒ RS |
| Ex. 2. | ☒ OA | ☐ RS |
| 3. | ☐ OA | ☐ RS |
| 4. | ☐ OA | ☐ RS |
| 5. | ☐ OA | ☐ RS |
| 6. | ☐ OA | ☐ RS |
| 7. | ☐ OA | ☐ RS |
| 8. | ☐ OA | ☐ RS |
| 9. | ☐ OA | ☐ RS |
| 10. | ☐ OA | ☐ RS |
| 11. | ☐ OA | ☐ RS |
| 12. | ☐ OA | ☐ RS |
| 13. | ☐ OA | ☐ RS |
| 14. | ☐ OA | ☐ RS |



6-1-2C What's going on? (BTS 2, 3)

Select the option that corresponds to what the speaker says.

- | | | | | |
|----------------------|----------------------|----------------------|----------------------|-----------------------|
| Ex. 1. <u> a </u> | Ex. 2. <u> b </u> | 3. <u> </u> | 4. <u> </u> | 5. <u> </u> |
| 6. <u> </u> | 7. <u> </u> | 8. <u> </u> | 9. <u> </u> | 10. <u> </u> |

- Ex. 1. a. I've already borrowed it.
 b. I still have it.
- Ex. 2. a. I'm not looking at it anymore.
 b. I still haven't looked at it.
3. a. Yuya isn't my roommate anymore.
 b. Yuya still isn't my roommate.

4. a. Mizuno-sensei's new book is already available.
b. Mizuno-sensei's new book is still available.
5. a. It's okay now.
b. It's still okay.
6. a. I don't get it anymore.
b. I still don't get it.
7. a. We don't have any anymore.
b. We still don't have any.
8. a. I still don't need that.
b. I don't need that anymore.
9. a. We aren't practicing anymore.
b. We haven't practiced yet.
10. a. It's too late.
b. It's soon enough.

実演練習 Performance practice



6-1-3P Responding negatively to "yet" questions (BTS 2, 3)

When a *koohai* at work asks you if you have or haven't done something yet, respond with "no," according to the pattern.

Ex. 1.

Tomoda-san	もうしましたか。	Did you do it yet?
You	いや、まだしていません。	No, I haven't done it yet.

Ex. 2.

Tomoda-san	まだしていませんね？	You haven't done it yet, right?
You	いや、もうしましたよ。	No, I already did it.



6-1-4P Apologizing for an assignment not yet completed (BTS 1, 3)

When your supervisor asks about a task, apologize and tell her that you haven't done all of it. Add that you'll do it right away.

Ex. 1.

Takeda-san	レセプションのプログラム、だいたい決めました？	Did you put together most of the reception program?
You	あ、すみません。まだ全部決めてません。すぐやります。	Oh, sorry. I haven't worked all of it out yet. I'll get to it right away.

Ex. 2.

Takeda-san	プレゼンのスライド、全部できました？	Did you get all the presentation slides done?
You	あ、すみません。まだ全部できてません。すぐやります。	Oh, sorry. They're not all done yet. I'll get to it right away.

6-1 腕試し Tryout

1. Ask a Japanese acquaintance who has a hobby how long he or she has been pursuing it.
2. Have a short self introduction ready so that when the opportunity presents itself, you can give it. You may have to alter details to match different contexts.

◆ Scene 6-2 練習 Practice

理解練習 Comprehension practice



6-2-1C Where is it? (BTS 8)

In each conversation the woman explains where something is by using a reference point. Connect the reference point with the associated location.

		Left
		Right
		In front
POST OFFICE		Behind
		Inside
		Outside
		Next to



6-2-2C Point in time or amount of time? (BTS 9)

Mark the appropriate option to indicate whether a point (P) in time or an amount (A) of time is mentioned.

- | | | |
|--------|---------------------------------------|---------------------------------------|
| Ex. 1. | ☐ P | ☒ A |
| Ex. 2. | ☒ P | ☐ A |
| 3. | ☐ P | ☐ A |
| 4. | ☐ P | ☐ A |
| 5. | ☐ P | ☐ A |
| 6. | ☐ P | ☐ A |
| 7. | ☐ P | ☐ A |
| 8. | ☐ P | ☐ A |
| 9. | ☐ P | ☐ A |
| 10. | ☐ P | ☐ A |
| 11. | ☐ P | ☐ A |

実演練習 Performance practice



6-2-3P How many are coming?

Yoshida-san is wondering how many people will be attending an event. Respond to her question based on the information provided.

Ex. 1.

Yoshida-san

何人来ますか。

How many people are coming?

You

10人来ます。

10 people are coming.

Ex. 2.

Yoshida-san

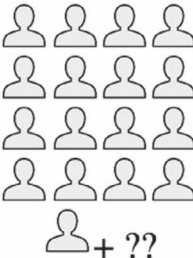
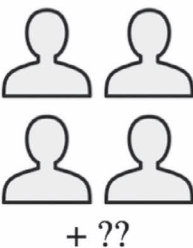
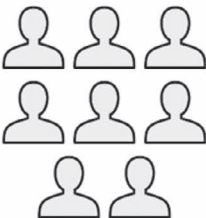
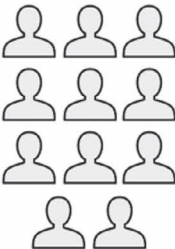
何人来ますか。

How many people are coming?

You

17人は来ます。

At least 17 people are coming.

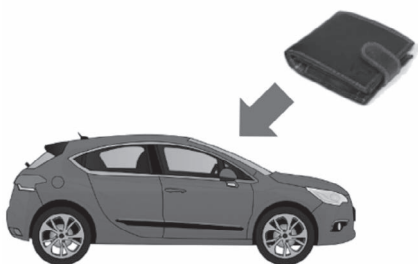
Ex. 1.	Ex. 2.	3.	4.
			
5.	6.	7.	8.
			



6-2-4P Where is it? (BTS 8)

Kanda-san is looking for an item. Suggest where it might be based on the information provided.

Ex. 1.



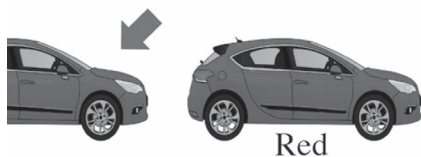
Kanda-san あのう、財布がちよっと...

Um, my wallet is kind of...

You 財布ですか。車の中じゃないですか。

Your wallet? Isn't it in the car?

Ex. 2.



Kanda-san あのう、車が... ええと...

Um, my car... uh...

You 車ですか。あの赤い車の後ろのじゃないですか。

Your car? Isn't it the one behind that red car?

3.	4.	5.
6.	7.	

6-2 腕試し Tryout

Introduce yourself to someone you haven't met before. Try to give a more detailed introduction than you have previously.

◆ Scene 6-3 練習 Practice

理解練習 Comprehension practice



6-3-1C More or already? (BTS 2, 12)

In each utterance, you will hear the word もう. Mark whether it means “more” or “already.”

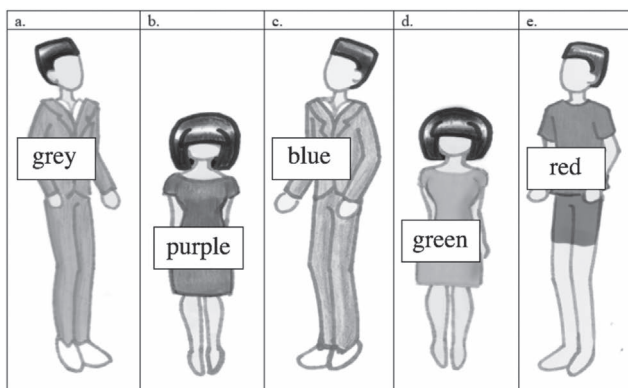
- | | | |
|--------|--|---|
| Ex. 1. | ☒ More | ☐ Already |
| Ex. 2. | ☐ More | ☒ Already |
| 3. | ☐ More | ☐ Already |
| 4. | ☐ More | ☐ Already |
| 5. | ☐ More | ☐ Already |
| 6. | ☐ More | ☐ Already |
| 7. | ☐ More | ☐ Already |
| 8. | ☐ More | ☐ Already |



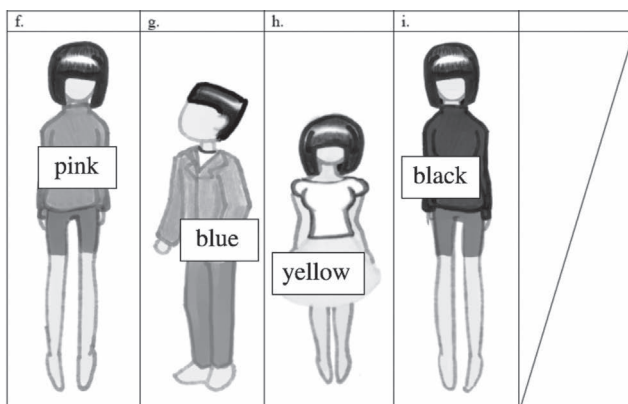
6-3-2C Who is it? (BTS 13)

Sasha is going to meet someone she doesn't know at the train station. Match the person with his/her picture based on Kanda-san's description.

- | | | |
|---------------------|---------------------|--------------------|
| Ex. 1. <u> b </u> | Ex. 2. <u> g </u> | 3. <u> </u> |
| 4. <u> </u> | 5. <u> </u> | 6. <u> </u> |



(continued)



実演練習 Performance practice



6-3-3P Asking someone to buy more (BTS 12)

When the intern tells you there isn't a lot of a certain item, ask him to buy some more, based on the information given.

Ex. 1.

Tomoda-san	青いペンはあまりないですね。	We don't have many blue pens.
You	じゃ、もう20本買ってください。	Then please buy 20 more.

Ex. 2.

Tomoda-san	お茶はあまりないですね。	We don't have much tea.
You	じゃ、もっと買ってください。	Then please buy some more.

Ex. 1. 20 more

Ex. 2. More

3. 15 more

4. 30 more

5. More

6. 5 more

7. More

8. 10 more

6-3 腕試し Tryout

1. Ask someone to describe a person you've never met before.
2. Describe a person you know to someone who has never met or seen that person before.
3. Take a photo of a group, and arrange the people (in Japanese!) before taking the photo.

◆ Scene 6-4 練習 Practice

理解練習 Comprehension practice



6-4-1C Listening for contact information (BTS 14)

Write down the contact information that Otani-sensei gives you over the telephone.

Name: Otani

Office room number: _____

Office phone number: _____

Mobile phone number: _____

Email-address: _____

実演練習 Performance practice



6-4-2P Confirming a change (BTS 16)

A client notices a change in your office. Acknowledge the change.

Ex. 1.

Eguchi-san	電話番号、新しいですね。	The phone number is new, isn't it?
You	あ、はい。電話番号が新しくなりまして……。	Well, yes. The phone number is new . . .

Ex. 2.

Eguchi-san	入り口、後ろですか？	Is the entrance in the back?
You	あ、はい、入り口が後ろになりました……。	Well, yes. The entrance is now in the back . . .

6-4 腕試し Tryout

1. Introduce yourself to someone in a formal setting and exchange *meishi* with that person.
2. Ask for someone's contact information.
3. Give someone your contact information.

◆ Scene 6-5 練習 Practice

理解練習 Comprehension practice



6-5-1C What's going on? (BTS 19)

In each of the following sets, you will hear two different utterances said by Mori-san. For each set, match the utterance with the most appropriate context.

- Ex. 1-1. (a) / b a. An office worker comments about airfares to Vietnam.
- Ex. 1-2. a / (b) b. An office worker was surprised to hear that Mori-san won't go on a trip.
- 2-1. c / d c. An acquaintance at a reception has gone back for a third helping of dumplings. Mori-san is guessing that they are delicious.
- 2-2. c / d d. Mori-san is wondering whether something on the menu at a restaurant will be tasty or not.
- 3-1. e / f e. A friend has commented that Mori-san doesn't seem to be making any progress on the homework she's been working on for two hours.
- 3-2. e / f f. A classmate from school has asked Mori-san what she thinks about a homework assignment.
- 4-1. g / h g. Mori-san would like to look at something an office associate is holding.
- 4-2. g / h h. A friend is offering Mori-san an expensive-looking gift and she wants to make sure that it's really alright for her to accept it.

実演練習 Performance practice



6-5-2P Explaining that you want to (BTS 19, 20)

You are talking to an office associate, who has just heard that you won't be doing something. Explain that you want to, but (won't be able to).

Ex. 1.

Tomoda-san 行かないんですか? レセプション You're not going?—the reception.
ヨン。

You 行きたいんですけど I do want to go, but . . .

Ex. 2.

Tomodai-san しないんですか?発表。

You're not going to do it?—the presentation.

You したいんですけど ……。

I do want to do it, but . . .



6-5-3P Offering to be the one to do it (BTS 21)

You and Shirai-san, your company's client, are discussing who will do various tasks. Offer to be the one to do a certain task, based on the information provided. Then listen to Shirai-san's response.

Ex. 1.

You じゃ、私がお話ししますから。

Then I'll speak (to him), so . . .

Shirai-san 申し訳ありません。

Sorry (to make you do that).

Ex. 2.

You じゃ、私が伺いますから。

Then I'll visit (you), so . . .

Shirai-san すみません。よろしく願いいたします。

Thank you.

Ex. 1. Offer to speak (to Shirai-san's boss).

3. Offer to assist (Shirai-san).

5. Offer to be the one to write (an announcement).

7. Offer to be the one to wait (for someone).

9. Offer to be the one to meet (someone).

Ex. 2. Offer to visit (Shirai-san).

4. Offer to be the one to make it.

6. Offer to show it (to Shirai-san's boss).

8. Offer to be the one to do it.

10. Offer to be the one to invite (someone).



6-5-4P Using polite language (BTS 21)

For each of the following, say something that would be appropriate for the given context.

You are talking to:

Ex. 1-a. an office associate

Ex. 1-b. an office associate

You want to:

arrange for a time to talk (about something that may be complicated or serious).

talk about something that should not take much time.

- | | | |
|------|--|--|
| 2-a. | mayor of the city, to whom you've just been introduced | introduce yourself as someone who works for Ogaki Shokai.
(The sample will use Sasha Morris's name.) |
| 2-b. | a new intern at the company where you work | introduce yourself as a full-time employee.
(The sample will use Sasha Morris's name.) |
| 3-a. | division chief | have the division chief look over your work for the task you've just completed. |
| 3-b. | division chief | have the division chief bring an item the two of you have been looking at to a meeting with a client tomorrow. |
| 3-c. | an office intern | have the intern make twenty copies of the document you are holding. |
| 4-a. | Yamamoto-san, a client | offer to be the one to make the poster that the two of you have been talking about. |
| 4-b. | an office intern | offer to be the one to write the report for the division manager. |
| 5-a. | a superior | say that you liked the food that the superior offered to you. |
| 5-b. | a superior | exclaim that the food the superior offered to you and that you just ate tasted absolutely amazing. |

6-5 腕試し Tryout

Make an appointment with a superior, such as a boss or a teacher.

◆ Scene 6-6 練習 Practice

理解練習 Comprehension practice



6-6-1C Identifying question word + か & も (BTS 18, 22)

You will hear a question word +か or も in each of your teammate's statements. Which of the four options is its English equivalent?

- | | | | | |
|---------------------|-----------------|-------------------|-------------------|-----------------|
| Ex. 1. <u> a </u> | a. Always | b. Sometimes | c. Everyone | d. Nobody |
| Ex. 2. <u> c </u> | a. Everyone | b. Nobody | c. Everywhere | d. Nowhere |
| 3. <u> </u> | a. Everyone | b. Nobody | c. Everything | d. One of these |
| 4. <u> </u> | a. Many | b. Some | c. One | d. None |
| 5. <u> </u> | a. Everyone | b. Some one | c. Everything | d. Something |
| 6. <u> </u> | a. Any day | b. No day | c. Everywhere | d. Nowhere |
| 7. <u> </u> | a. Everyone | b. No one | c. Rarely | d. Never |
| 8. <u> </u> | a. Many | b. Some | c. Only one | d. None |
| 9. <u> </u> | a. Everything | b. Something | c. One thing | d. Nothing |
| 10. <u> </u> | a. Everything | b. Something | c. One thing | d. Nothing |
| 11. <u> </u> | a. Every day | b. Never | c. Every one | d. Nobody |
| 12. <u> </u> | a. Everywhere | b. Somewhere | c. Nowhere | d. Never |
| 13. <u> </u> | a. Everyone | b. No one | c. One of the two | d. Neither |
| 14. <u> </u> | a. Some | b. One of the two | c. Both | d. Many |
| 15. <u> </u> | a. Everything | b. Something | c. None of these | d. One of these |
| 16. <u> </u> | a. Everyone | b. One person | c. Both people | d. No one |
| 17. <u> </u> | a. All | b. Something | c. One | d. None |
| 18. <u> </u> | a. All the time | b. Some time | c. Both times | d. Never |
| 19. <u> </u> | A. Some | b. Both | c. One | d. None |
| 20. <u> </u> | A. Everybody | b. Somebody | c. Both | d. Nobody |

実演練習 Performance practice



6-6-2P This one's better. (BTS 24)

Answer a fellow student's questions based on the illustrations.

Ex. 1.



Ai どちらの方が高いですか。
 You 小さい方が高いですね。

Which one is more expensive?
 The small one is more expensive.

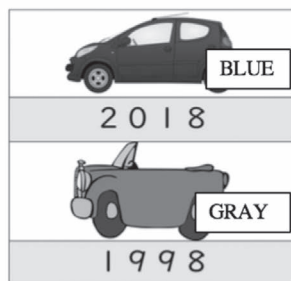
Ex. 2.



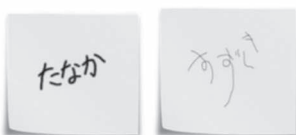
Ai どちらの方がオススメです。
 You ラーメンの方がオススメです。

Which one would you recommend?
 Ramen is my recommendation.

3.



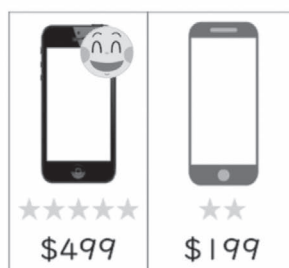
5.



7.



4.



6.





6-6-3P I'll have this. (BTS 28)

You are at a restaurant. When a waiter presents you with drink options, indicate which one you will have, based on the illustration.

Ex. 1.



Waiter

ジュースはパイナップルとグレープフルーツがございますが……。

The juices we have are pineapple and grapefruit.

You

じゃ、パイナップルにします。

Then I'll have pineapple.

Ex. 2.



Waiter

ノンアルコールの飲み物はコーヒーとお茶とお水がございますが……。

The non-alcoholic beverages we have are coffee, tea, and water.

You

じゃ、お水にします。

Then I'll have water.

3.	4.	5.
6.	7.	8.

理解実演練習 Comprehension and performance practice



6-6-4CP Which one? (BTS 24)

Ask a fellow student a “which” question based on the information provided. Then mark the option that he responds with.

Ex. 1.

You 水曜日と木曜日と、どちらの方がいい? Which is better, Wednesday or Thursday?

Hiroshi 水曜日かなあ。 Maybe Wednesday.

Ex. 2.

You うどんとラーメンと、どちらの方が好き? Which do you like better, udon or ramen?

Hiroshi 僕は東京の人だからラーメンの方が好き。 I'm from Tokyo, so I like ramen better.

Ex. 1. Which is better

☒ Wednesday

☐ Thursday

Ex. 2. Which do you like better

☐ Udon

☒ Ramen

3. Which is more interesting

☐ Sociology

☐ Literature

4. Which do you want to drink

☐ Black tea

☐ Oolong tea

5. Which is more difficult

☐ English

☐ Chinese

6. Which is easier to write with

☐ This black pen

☐ This blue pen

7. Which has cheaper tickets

☐ Soccer

☐ Tennis

8. Which is easier to use

☐ Room 507

☐ Room 509

6-6 腕試し Tryout

Go out to eat with someone. Before ordering, ask the other person's opinion of what might be a good choice. Or ask for an opinion about an item you are thinking of ordering.

◆ Scene 6-7 練習 Practice

読み練習 Reading practice

Read all items silently, process their meaning, and then read them again out loud.

6-7-1R Ordering food

Underline the type of food that is ordered.

- | | | | |
|--------------------------------|-------------|--------------|---------|
| Ex. 1. パスタをください。 | <u>Meal</u> | Drink | Dessert |
| Ex. 2. カプチーノをください。 | Meal | <u>Drink</u> | Dessert |
| 3. チーズバーガーを1つください。 | Meal | Drink | Dessert |
| 4. ハム&エッグとピーチパイをください。 | Meal | Drink | Dessert |
| 5. アイスコーヒーを1つと、ホットコーヒーを2つください。 | Meal | Drink | Dessert |

6-7-2R Verifying where people are from

Write down the person's name and where s/he is from.

- | | | |
|--------------------------------|---------------|--------------------|
| Ex. 1. スミスさんはネバダですね? | <u>Smith</u> | <u>Nevada</u> |
| Ex. 2. トーマスさんはオランダでしょうか。 | <u>Thomas</u> | <u>Netherlands</u> |
| 3. ベネットさんはミネソタからですね? | _____ | _____ |
| 4. バーニーさんはミシシッピでしょうか。 | _____ | _____ |
| 5. マッケンタイヤーさんはアイルランドで
しょう? | _____ | _____ |
| 6. バーナードさんはウエストバージニアか
らですね? | _____ | _____ |

What kind of permission is being sought?

What kind of permission is being sought?

- ## 6-7-4R Politely indicating where people are

Write down the person's name and where s/he is.

- 188

いつもお世話になっております。

Ex. 1. メモしてください。

e a. design a poster

g b. backup the data

c. download (it) from a website

d. copy a schedule

e. take a memo

f. give a comment

g. recycle (it)

h. check into a hotel

_____ i. cancel a campus tour

j. check email

k. input data on a computer

Ex. 1. アルバイトは今スケジュールをコピーしています。

part-time worker

making copies of the schedule

Ex. 2. ジョーンズさんは^{いま}今レシートをチェックしています。

Jones-san

checking a receipt

3. キャンベルさんは今あそこでジョギング
しています。

4. ジョンソンさんは今図書館で勉強しています。

5. チャールズさんは今ネット^{いま}でニュース
を^みています。

6. スチュワートさんは今^{いま}ロビーでヒューさんと^{はな}話しています。
7. ネルソンさんは今^{いま}テレビのドキュメンタリーを^みんでいます。
8. リチャードソンさんは今^{いま}レストランでランチを^たべています。
9. ハリスさんは今^{いま}コンビニでジュースとチョコレートを買^かっています。
10. ホワイトさんは今^{いま}コンピュータのデータをバックアップしています。
11. ジャクソンさんは今^{いま}ニューヨークのホテルでインタビューをしています。

6-7-7R Identifying an odd item

Underline the item that does not belong in the list.

- | | | | | |
|--------|----------|------------|--------------|----------------|
| Ex. 1. | デパート | スーパー | コンビニ | <u>インターネット</u> |
| Ex. 2. | バスケットボール | サイクリング | <u>ジャケット</u> | スノボ |
| 3. | ミュージカル | ニューヨークステーキ | シーフードサラダ | パスタ |
| 4. | マサチューセッツ | ニュージャージー | ジョージア | シンガポール |
| 5. | イギリス | サンフランシスコ | フランス | スペイン |
| 6. | ブライアン | ジョージ | ビバリー | ジャック |

書き練習 Writing practice

文字練習 Symbol practice

Use the Symbol Practice sheets in Appendix A to practice *katakana* characters #26–46 for Scene 6-7.

6-7-8W Checking if something has been done already

Write a response that you haven't done it yet.

- Ex. 1. a. あのレストランはもうオープンしましたか。
b. いえ、まだオープンしていません。
- Ex. 2. a. このパンフレットはもうコピーしましたか。
b. いえ、まだコピーしていません。
3. a. あのデータはもうアップしましたか。
b. いえ、まだ_____。
4. a. もうブライアンさんにメールしましたか。
b. いえ、まだ_____。
5. a. このレッスンはもうカバーしましたか。
b. いえ、まだ_____。
6. a. あのポスターはもうプリントしましたか。
b. いえ、まだ_____。
7. a. メールはもうチェックしましたか。
b. いえ、まだ_____。



6-7-9W Getting to know new people

Four international students have just arrived at Fukuzawa University. Write down their names, hometowns, and hobbies in katakana.

	Name	Hometown	Hobby
Ex. 1.	ヒュー・ジャクソン	イギリス(ロンドン)	スポーツ(バレーボール)
Ex. 2.	ソーニャ・ロドリゲス	プエルトリコ	アニメ
3.			
4.			

◆ 評価 Assessment

Answer sheet templates are provided in Appendix B for the Assessment sections.



聞いてみよう Listening comprehension

Read the context, listen to the audio, and then answer the questions. If you hear something unfamiliar, rely on what you know to choose the correct answer.

1. Suzuki-san and her brother are looking at a photograph that was taken at the welcome party for Brian at the aikido school where she and Brian train.
 - a. What does Suzuki-san's brother want to know about the photo?
 - b. What is Suzuki-san's response? What reason does she give for her response?
2. Suzuki-san shows her brother another photograph, taken on the same occasion.
 - a. Who is being discussed?
 - b. Where is this person located in this picture?
 - c. What does Suzuki-san's brother think about this person's nationality?
 - d. How does Suzuki-san explain the situation?
 - e. What does Suzuki-san's brother ask related to aikido?
 - f. What is Suzuki-san's response? What information does she add to qualify her response?
3. Shirai-san and Sasha are talking after exchanging business cards at a reception.
 - a. What does Shirai-san initially tell Sasha?
 - b. Why is Shirai-san surprised at Sasha's response?
 - c. How does Sasha know Brian? Provide details.
 - d. To what extent are Brian and Sasha currently in contact? How long has this been the case?
4. Kanda-san is having difficulty reaching someone on the phone.
 - a. Who is Kanda-san trying to reach? Where does this person work?
 - b. How did Sasha obtain this person's contact information?
 - c. Why is Kanda-san having difficulty reaching this person?
 - d. What additional information does Sasha provide to explain the situation?
5. Kanda-san and Sasha are talking about a meeting they attended earlier in the day.
 - a. What does Kanda-san think went well?
 - b. How does Sasha feel about it?
 - c. What reason does Kanda-san give for his opinion?

6. Sasha asks Kanda for permission.
 - a. What is Sasha asking permission to do? Provide details.
 - b. Why is Sasha asking permission to do this?
 - c. Why didn't Sasha schedule her appointment after work?
 - d. What was Kanda-san's mistaken assumption?
7. Kanda-san and Sasha are confirming details about a dinner appointment they have with a client.
 - a. When is the dinner appointment?
 - b. What detail does Sasha check on?
 - c. What is "Midori" in relation to the dinner appointment? What other meanings of "Midori" are mentioned?
 - d. Where is the restaurant located?
8. Sasha and Kanda-san are attending a dinner that their client is hosting at a Korean BBQ restaurant.
 - a. What does the client encourage Sasha to do?
 - b. Why does Sasha refuse?
 - c. What is the client's concern?
 - d. How does Sasha respond to this concern?
9. Yagi-bucho asks Kanda-san to look at a document.
 - a. What does Yagi-bucho want Kanda-san to do?
 - b. What is Kanda-san's question?
 - c. What timeline does Yagi-bucho give Kanda-san?
10. Kanda-san and Sasha are talking about a poster for an upcoming event.
 - a. What is Kanda-san asking?
 - b. What is Sasha's initial response?
 - c. What reason does Sasha give for thinking this way?
 - d. What is Sasha's concern?
 - e. Does Sasha approve or disapprove of Kanda-san's suggestion?



使ってみよう Dry run

For each of the following, listen to the audio and respond to what was said based on the context.

1. You are speaking to an office associate. Murata-san is currently (a) writing a report with someone in room 503; (b) at the bank; (c) eating lunch at a nearby restaurant; (d) practicing a presentation in the conference room; (e) waiting for the section chief in the next room.

2. You are speaking to Yamamoto-san, your company's client. Answer his question based on the following information: This week you are free on Wednesday and Thursday. Next week you are free on Tuesday and Friday.
3. Answer Murata-san's questions based on the following information: (a) you've already eaten lunch; (b) you've already consulted with the section manager; (c) you've already asked Mizuno-sensei; (d) you've already bought a new one.
4. Respond to what an office associate says based on the following information: (a) you are still studying Japanese; (b) Murata-san is still consulting with someone in the conference room; (c) Smith-san is still somewhere in Japan.
5. An aikido club meeting has ended and you were getting ready to leave when a close friend showed up. Yuya, a mutual friend, has already left.
6. Your office associate asks you about Smith-san, who has become an English teacher and is now teaching English somewhere in Japan.
7. Your office associate asks you where Yoshida-san's car is. It's the grey one to the right of the blue one over there.
8. You are looking at two items in a store with an office associate. The item on the right is more expensive than the one on the left.
9. Your office associate asks if you know Taneda-san. You have no idea who Taneda-san is.

Now it's your turn to start the conversation based on the given context. Listen to how the other person reacts to you. For some items, you may not get a verbal response. Don't be concerned if you hear things you have not yet learned.

10. You are about to leave campus with a friend when you realize you left your notebook in the library. Ask your friend to wait while you go get your notebook.
11. Ask an office associate what he will be doing this weekend.
12. You have something difficult to talk about with your *senpai* at work.
13. You are from Ogaki Shokai, meeting someone who regularly works with your company for the first time. (In the sample response, Sasha Morris's name will be used.)
14. Inform an office associate that (a) no one has arrived yet; (b) you haven't consulted with anyone yet; (c) you haven't reported to the section manager yet; (c) you haven't done anything yet.
15. You are introducing yourself to a group of employees at a company where you just started working. Tell them where you are from. (In the sample response, Alberta, a province in Canada, will be used as the location.)
16. An office associate has just asked where you are from. Tell him where you are from. (In the sample response, Oregon will be used as the location.)
17. You are a new employee and have been asked to introduce yourself to the office staff and other employees. Base your self-introduction on the following information: You are from England; you studied abroad in Japan for 8 weeks last year; you arrived in Japan 1 week ago; your hobby is golf. The model will use the name Thomas Hunt, but you should use your own name in your introduction.

18. You and an office associate need to get ready for a meeting with a client at 3:30. Inform your office associate that it's already 3:00, but you haven't done anything yet.
19. You are talking about having a meeting with some other office workers. Ask if it's all right to start at 2:00 p.m.
20. You are taking a photo of a group. Tell the tall person in the yellow T-shirt to move a little more towards the back.
21. A friend is looking at plane tickets and discovers that they are more expensive than the last time she looked. She is now thinking of waiting to buy a ticket. Tell her that it will get (even) more expensive.
22. You have a meeting with your company's client. You have just arrived at the meeting, but you are about a minute late.
23. Ask your section manager if he is busy tomorrow.
24. You have just finished a meeting and are planning on having another meeting tomorrow. Ask the group if it's all right if it's the same time as today's.
25. You have just learned that Yagi-bucho is an excellent tennis player. You are not surprised that someone as accomplished as Yagi-bucho would be great at tennis.

読んでみよう Contextualized reading

Read the information and answer in English the questions that follow.

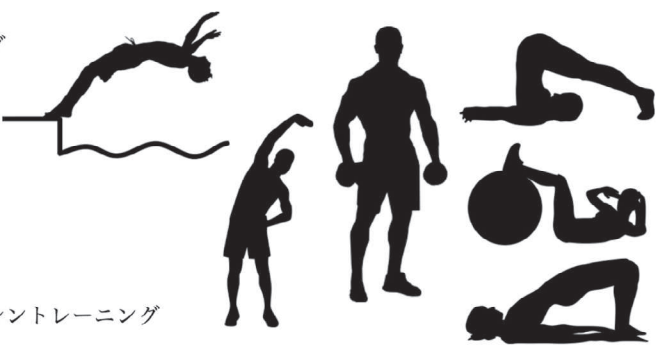
1. A poster found at a community center.

ABC カルチャー&スポーツセンター講座案内

どのクラスもおすすめ！いっしょにエクササイズしませんか。

- ❖ フリースイム
- ❖ ベビースイミング
- ❖ アクアビクス

- ❖ ヨガ
- ❖ ピラティス
- ❖ エアロビクス
- ❖ フラダンス
- ❖ ジャズダンス
- ❖ ストレッチ&マシントレーニング



- a. What catch phrase is used to attract people?
- b. List the courses that use a pool.
- c. What types of exercise courses are provided? List all of them.

2. A menu from a café.

オーシャンビュー・カフェ



メニュー



お飲み物		お食事											
コーヒー（ホット、アイス）	¥400	ハンバーガー	¥550										
エスプレッソ	¥450	ハムサンド	¥650										
カプチーノ	¥550	ベジタブルサンド	¥650										
ウイナーコーヒー	¥650	パスタ											
ココア	¥350	ミートソース	¥800										
		カルボナーラ	¥850										
スープ&サラダ <tr> <td>トマトスープ</td> <td style="text-align: right;">¥500</td> </tr> <tr> <td>オニオンスープ</td> <td style="text-align: right;">¥550</td> </tr> <tr> <td>グリーンサラダ</td> <td style="text-align: right;">¥600</td> </tr> <tr> <td>シーザーサラダ</td> <td style="text-align: right;">¥650</td> </tr> <tr> <td>シーフードサラダ</td> <td style="text-align: right;">¥700</td> </tr>				トマトスープ	¥500	オニオンスープ	¥550	グリーンサラダ	¥600	シーザーサラダ	¥650	シーフードサラダ	¥700
トマトスープ	¥500												
オニオンスープ	¥550												
グリーンサラダ	¥600												
シーザーサラダ	¥650												
シーフードサラダ	¥700												

デザート

アイスクリーム	¥450
バニラ	
ストロベリー	
チョコレート	
バナナクリームパイ	¥450

- a. What is the name of the café?
- b. How much does espresso cost?
- c. What kind of soups are available?
- d. Which salad is the most expensive?
- e. What is the most expensive item on the menu?
- f. You are a vegetarian. What choices do you have besides soup and salad, drinks, and desserts?
- g. What ice cream flavors are available?

書き取り Dictation

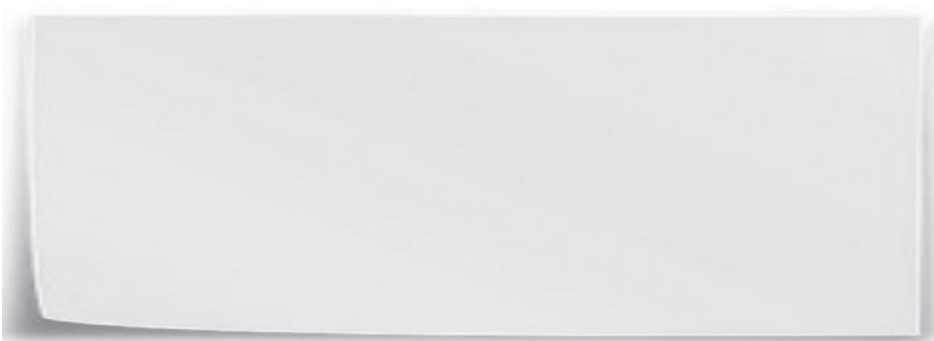
Listen to the self-introductions at a student gathering and write down in katakana the name of the person, the US state that person comes from, and what the person likes.

	Name	U.S. state	What the person likes
1.			
2.			
3.			
4.			
5.			
6.			

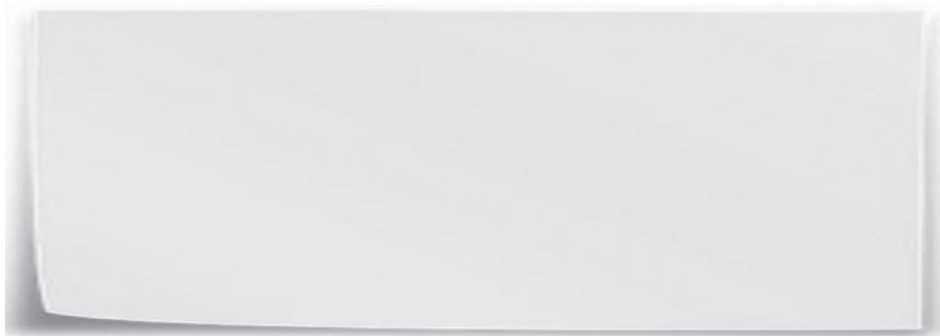
書いてみよう Contextualized writing

Compose a note according to the directions.

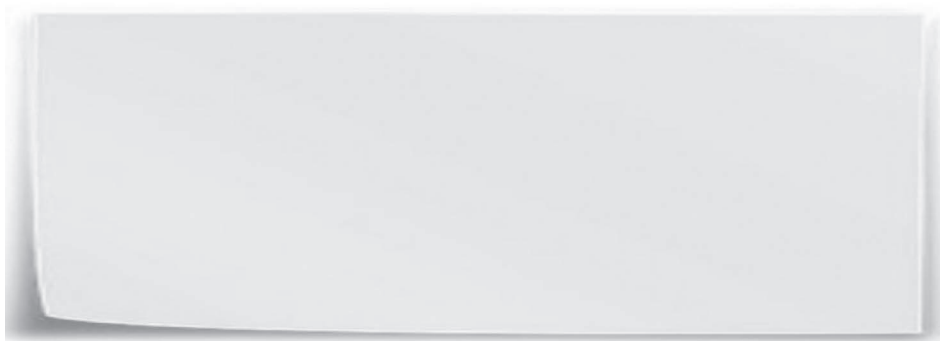
1. You are leaving a schedule for part-time workers at your supervisor's office. Attach a sticky note to the envelope for your supervisor, indicating that the schedule is inside. Start by saying that Smith-san hasn't checked (the schedule) yet.



2. You want to get rid of an old computer in your office. Attach a sticky note to it asking your assistant to recycle this computer because it is no longer (already not) working.



3. Your fellow part-time worker, Katherine, asked about a restaurant you went to last week. Attach a sticky note to a menu from the restaurant, telling her that it's the menu from that restaurant (you both know), and tell her that the all of the pasta items here are extremely good.



知ってる? What do you know?

Select the most appropriate option and write the letter in the space on your answer sheet.

1. You tell the new intern that you'll be waiting for her in the lobby tomorrow when she arrives.
あしたロビーで_____。(BTS 1)
 - a. 待^まっています
 - b. 待^まちます
 - c. 待^まちましょう
2. You've been asked what university you'll be going to next year. You reply:
来年福沢大学に_____。(BTS 1)
 - a. 行^いっています
 - b. 行^いきます
 - c. 行^いきましょう

3. You've been asked what you were doing last night from about 8–10 p.m. You reply:

留学^{りゅうがく}センターで勉強^{べんきょう}_____。(BTS 1)

- a. しています
- b. していました
- c. しました

4. You tell your classmate that you've been attending Sakamoto-sensei's seminar since last month.

先月^{せんげつ}から坂本先生^{さかもとせんせい}のセミナーに_____。(BTS 1)

- a. 出^でます
- b. 出^でていました
- c. 出^でています

5. You tell your roommate that the cookies are done.

クッキーは_____。(BTS 1)

- a. できています
- b. できます
- c. できていました

6. You tell your classmate that you haven't done the homework yet.

宿題^{しゅくだい}はまだ_____。(BTS 3)

- a. しなかった
- b. していない
- c. していなかった

7. You've been asked if you still jog every day. You reply:

ジョギングは_____。(BTS 2, 3)

- a. もうしています
- b. まだしません
- c. もうしていません

8. You're surprised that it's already 2:00. (BTS 2, 3)

- a. もう2時^じです。
- b. まだ2時^じです。
- c. もう2時^じじゃないです。

9. You want to know if it's okay to start from page 25.

25 ページ_____いいですか。(BTS 5)

- a. で
- b. から
- c. からで

10. You're meeting the mayor of the town and formally introducing yourself. You say:
Your NAME と_____。(BTS 6)
- いいます
 - 申します^{もう}
 - おっしゃいます
11. Which of the following can indicate both naming and counting? (BTS 9)
- 3時^じ
 - 3年^{ねん}
 - 3週間^{しゅうかん}
12. You encourage your guest to drink some more tea.
お茶^{ちや}_____飲^のんでください。(BTS 12)
- も
 - もう
 - もっと
13. You ask for one more of those desserts.
それ、_____一^{いっ}個^こください。(BTS 12)
- も
 - もう
 - もっと
14. おります is the humble form of _____. (BTS 15)
- います
 - します
 - 言^いいます
15. You've been asked if you spoke with the new section chief about an important matter.
You reply, politely: はい、お話^{はなし}_____. (BTS 15)
- 申しました^{もう}
 - いたしました
 - おりました
16. You will often hear ~まして instead of the ~て form when _____. (BTS 16)
- requesting a favor of someone
 - asking a superior a question
 - making a public announcement
17. You ask your office mate if she went anywhere over the weekend.
どこ_____行^いきましたか。(BTS 18, 22)

- a. にも
- b. へは
- c. かへ

18. You're wondering if there are any good bookstores around here.

どこ _____ いい本屋、ありますか。(BTS 18)

- a. に
- b. か
- c. で

19. By using んです in a question, you're _____ a situation. (BTS 19)

- a. expressing your doubt about
- b. seeking an explanation of
- c. offering a solution for

20. In statements, んです is often used to express _____. (BTS 19)

- a. agreement
- b. reason
- c. doubt

21. When you add たい to the stem of a verb, the form that results is _____. (BTS 20)

- a. an adjective
- b. a noun
- c. a verb

22. Which of the following does not have a たい form? (BTS 20)

- a. います
- b. します
- c. あります

23. You politely offer to make a new poster for your section chief who seems busy with other projects. 私が _____ か。(BTS 21)

- a. お作りしません
- b. お作りしたいんです
- c. お作りしましょう

24. You notice that something is different about the design of the new app.

古いの _____ ちよっと違う。(BTS 25)

- a. に
- b. と
- c. も

25. You're wondering if you should report the news to someone like your junior colleague or the section head. 課長^{かちょう}_____後輩^{こうはい}に報告^{ほうこく}しましょうか。(BTS 23)
- が
 - か
 - と
26. Which of the following does not occur in an affirmative sentence? (BTS 22)
- だれも
 - どれも
 - どちらも
27. You comment that many exchange students came to the performance.
留学生^{りゅうがくせい}が_____も来^きましたね。(BTS 22)
- だれ
 - 何人^{なんにん}
 - いくら
28. When making a comparison of two options, the noun you use as a reference is followed by _____. (BTS 24)
- から
 - より
 - と
29. You ask your professor politely if she knows the name of the new school president.
新^{あた}しい学^{がく}長^{ちょう}の名^な前^{まえ}を_____か。(BTS 27)
- 存^{ぞん}じています
 - 知^しります
 - ご存^{ぞん}知^じです
30. In katakana, the /th/ of *leather* becomes _____. (BTL 3)
- /s/
 - /z/
 - /j/
31. Which of the following symbols is rarely used in modern Japanese? _____. (BTL 6)
- ヲ
 - オ
 - フ

Appendix A: ^{も じ れん し ゅ う} 文字練習 Symbol practice

ひらがな Hiragana

Instruction

For each symbol, study the overall shape (top left) and stroke order, then complete every box to the right of it.

Act 2

#1 一十あ

あ	あ																
あ																	

#2 一こ

こ	こ																
こ																	

#3 そ

そ	そ																
そ																	

#4 | れ

れ	れ																
れ																	

#5 丶 と

と	と																
と																	

#6 っ か か

か	か																
か																	

#7 ー す

す	す																
す																	

#8 ー ナ た た

た	た																
た																	

#9 て

て	て																
て																	

#10 - さ さ

さ	さ																
さ																	

#11 ん

ん	ん																
ん																	

#12 し

し	し																
し																	

#13 - ま ま

ま	ま																
ま																	

#14 り り

り	り																
り																	

#15 - き き

き	き																
き																	

#16

しい

い	い																
い	い																
い																	

#17

ー せ

せ	せ																
せ																	
せ																	

#18

ー ち

ち	ち																
ち																	
ち																	

#19

ゝ ら

ら	ら																
ら																	
ら																	

#20

ゝ ね

ね	ね																
ね																	
ね																	

#21

- よ

よ	よ																		
よ																			

#22

- う

う	う																		
う																			

#23

- え

え	え																		
え																			

#24

- おお

お	お																		
お																			

Act 3

#25

の

の	の																		
の																			

#26 ー ナ ナ

な	な																
な																	

#27 く

く	く																
く																	

#28 み み

み	み																
み																	

#29 ろ

ろ	ろ																
ろ																	

#30 し とも

も	も																
も																	

#31

しーは

は	は													
は														

#32

しーけ

け	け													
け														

#33

っ

っ	っ													
っ														

#34

っーや

や	や													
や														

#35

りゅ

ゅ	ゅ													
ゅ														

#36

しわ

わ	わ													
わ														

#37 し い に

に	に													
に														

#38 し い に ほ

ほ	ほ													
ほ														

#39 ひ

ひ	ひ													
ひ														

#40 ふ ふ ふ

ふ	ふ													
ふ														

#41 へ

へ	へ													
へ														

#42 む む む

む	む													
む														

#43 い め

め	め																		
め																			

#44 い ぬ

ぬ	ぬ																		
ぬ																			

#45 る

る	る																		
る																			

Act 4

#46 一 七 を

を	を																		
を																			

カタカナ Katakana

Instruction

For each symbol, study the overall shape (top left) and stroke order, then complete every box to the right of it.

Act 5

#1 フ ア

フ	ア																
フ																	

#2 ノ イ

ノ	イ																
ノ																	

#3 ヲ ヱ ウ

ウ	ウ																
ウ																	

#4 一 丁 工

工	工																
工																	

#5 一 寸 才

才	才																
才																	

#6 一 力

力	力																
力																	

#7 一 二 キ

キ	キ																
キ																	

#8 一 夕

夕	夕																
夕																	

#9 一 一 ケ

ケ	ケ																
ケ																	

#10 ㇿコ

コ	コ																
コ																	

#11 ー+サ

サ	サ																
サ																	

#12 丶ミシ

シ	シ																
シ																	

#13 フス

ス	ス																
ス																	

#14 ㇿセ

セ	セ																
セ																	

#15 丶ソ

ソ	ソ																
ソ																	

#16 ノ ク タ

タ	タ																
タ																	

#17 ニ チ

チ	チ																
チ																	

#18 ツ

ツ	ツ																
ツ																	

#19 テ

テ	テ																
テ																	

#20 ト

ト	ト																
ト																	

#21 ナ

ナ	ナ																
ナ																	

#22 一 二

一	二													
二	二													
二														

#23 フ ヌ

ヌ	ヌ													
ヌ														

#24 丶 ヌ ネ ネ

ネ	ネ													
ネ														

#25 ノ

ノ	ノ													
ノ														

Act 6

#26 ノ ハ

ハ	ハ													
ハ														

#27 一ヒ

ヒ	ヒ																
ヒ																	

#28 フ

フ	フ																
フ																	

#29 へ

へ	へ																
へ																	

#30 一十オホ

ホ	ホ																
ホ																	

#31 フマ

マ	マ																
マ																	

#32 一ニミ

ニ	ニ																
ニ																	

#33 ㄥ ㄥ

ㄥ	ㄥ																
ㄥ																	

#34 ㄴ ㄴ

ㄴ	ㄴ																
ㄴ																	

#35 ㄷ ㄷ

ㄷ	ㄷ																
ㄷ																	

#36 ㄹ ㄹ

ㄹ	ㄹ																
ㄹ																	

#37 ㄺ ㄺ

ㄺ	ㄺ																
ㄺ																	

#38 ㄻ ㄻ

ㄻ	ㄻ																
ㄻ																	

#39 ゃ ゃ

ゃ	ゃ													
ゃ														

#40 り り

り	り													
り														

#41 ル ル

ル	ル													
ル														

#42 レ

レ	レ													
レ														

#43 ろ ろ

ろ	ろ													
ろ														

#44 わ わ

わ	わ													
わ														

#45 フヲ

フ	ヲ																
フ																	

#46 ン

ン	ン																
ン																	

Appendix B: Assessment answer sheets

き

聞いてみよう

Listening comprehension

Write your answers to the Listening comprehension questions.

ACT # _____ Date: _____ Name: _____

No.	Q	Your answer
1	a	

よ 読んでみよう Contextualized reading

Write your answers to the Contextualized reading questions.

ACT # _____ Date: _____ Name: _____

No.	Q	Your answer
1	a	

か 書き取り Dictation

Write what you hear.

ACT # _____ Date: _____ Name: _____

No.	Your answer
1	

^か書いてみよう Contextualized writing

Write your responses to the Contextualized writing items.

ACT # _____ Date: _____ Name: _____

し 知ってる? What do you know?

Write your answers to the What do you know? questions.

ACT # _____ Date: _____ Name: _____

1		11		21	
2		12		22	
3		13		23	
4		14		24	
5		15		25	
6		16		26	
7		17		27	
8		18		28	
9		19		29	
10		20		30	

かたち Appendix C: 形 にスポットライト! *Katachi ni supotto-raito! Spotlight on form!* Act 2: negative *-nai desu* forms

Here is a table of all the verbs you have learned so far with *-masu* forms and some *-nai desu* forms. Using romanization, fill in the rest of the blanks with the forms that complete the table. Do you see any irregular forms? As you learn the appropriate hiragana and kanji, you can add the forms in hiragana (furigana) and kanji as well.

-masu forms	English	-nai forms	English
します <i>shi-masu</i>	do	<i>shi-nai desu</i>	doesn't do
食べます <i>tabe-masu</i>	eat	<i>tabe-nai desu</i>	doesn't eat
できます <i>deki-masu</i>	can do	<i>deki-</i> _____	_____
はじめます <i>hajime-masu</i>	begin	<i>hajime-</i> _____	_____
来ます <i>ki-masu</i>	come	<i>ko-</i> _____	_____
います <i>i-masu</i>	be, exist (animate)	<i>i-</i> _____	_____
わかります <i>wakar-imasu</i>	understand	<i>wakar-anai desu</i>	_____
頑張ります <i>ganbar-imasu</i>	do one's best	<i>ganbar-</i> _____	_____
終わります <i>owar-imasu</i>	end something	<i>owar-</i> _____	_____
あります <i>ar-imasu</i>	exist (inanimate)	_____	_____
書きます <i>kak-imasu</i>	write	<i>kak-</i> _____	_____
飲みます <i>nom-imasu</i>	drink	<i>nom-</i> _____	_____
いただきます <i>itadak-imasu</i>	eat; receive (humble)	<i>itadak-</i> _____	_____
読みます <i>yom-imasu</i>	read	<i>yom-</i> _____	_____
行きます <i>ik-imasu</i>	go	<i>ik-</i> _____	_____

Here is a table of all the adjectives you have learned so far with *-i desu* forms and some *-ku nai desu* forms. Using romanization, fill in the rest of the blanks with the forms that complete the table. Do you see any irregular forms? As you learn the appropriate hiragana and kanji, you can add the forms in hiragana (furigana) and kanji as well.

-i desu forms	English	-ku nai forms	English
すごいです <i>sugoi desu</i>	amazing	<i>sugoku nai desu</i>	it's not amazing
いいです <i>ii desu</i>	good	<i>yoku nai desu</i>	it's not good
よろしいです <i>yoroshii desu</i>	good (polite)	_____	it's not good
おいしいです <i>oishii desu</i>	delicious	_____	_____
おもしろいです <i>omoshiroi desu</i>	interesting/funny	_____	_____
いそが 忙しいです <i>isogashii desu</i>	busy	_____	_____
たか 高いです <i>takai desu</i>	expensive	_____	_____
やす 安いです <i>yasui desu</i>	cheap	_____	_____
おお 大きいです <i>ookii desu</i>	big	_____	_____
ちい 小さいです <i>chiisai desu</i>	small	_____	_____
とお 遠いです <i>tooi desu</i>	far	_____	_____
ちか 近いです <i>chikai desu</i>	close by	_____	_____
やす 易しいです <i>yasashii desu</i>	easy	_____	_____
むずか 難しいです <i>muzukashii desu</i>	difficult	_____	_____

Here is a table of many nouns you have learned so far with *desu* forms and some *-ja nai desu* forms. Using romanization, fill in the rest of the blanks with the forms that complete the table. As you learn the appropriate hiragana and kanji, you can add the forms in hiragana (furigana) and kanji as well.

Noun <i>desu</i> forms	English	Noun <i>ja nai desu</i> forms	English
これです <i>kore desu</i>	it's this	<i>kore ja nai desu</i>	it's not this
だいじょうぶ 大丈夫です <i>daijoobu desu</i>	it's fine	<i>daijoobu ja nai desu</i>	it's not fine
へい き 平気です <i>heiki desu</i>	it's all right	_____	it's not all right
あしたです <i>ashita desu</i>	it's tomorrow	_____	_____
けいたい 携帯です <i>keitai desu</i>	it's a cell phone	_____	_____
テストです <i>tesuto desu</i>	it's a test	_____	_____
す 好きです <i>suki desu</i>	it's pleasant	_____	_____
あさ 朝ごはんです <i>asa-gohan desu</i>	it's breakfast	_____	_____
や とり 焼き鳥です <i>yakitori desu</i>	it's yakitori	_____	_____
そちらです <i>sochira desu</i>	it's there	_____	_____
りょう 寮です <i>ryoo desu</i>	it's a dorm	_____	_____
そうです <i>soo desu</i>	it's like that	_____	_____
えき 駅です <i>eki desu</i>	it's the station	_____	_____
がっこう 学校です <i>gakkoo desu</i>	it's a school	_____	_____

Appendix D: ^{かたち}形にスポットライト! *Katachi ni supotto-raito!* Spotlight on form!

Act 3: *-mashoo* forms; Noun *-ja nai* forms

Here is a table of all the verbs you have learned so far with *-masu* forms and some *-mashoo* forms. Using Romanization, fill in the rest of the blanks with the forms that complete the table. Do you see any irregular forms? As you learn the appropriate hiragana and kanji, you can add the forms in hiragana (furigana) and kanji as well.

-masu forms	English	-mashoo forms	English
^{べんきょう} 勉強します <i>benkyoo-shi-masu</i>	study	<i>benkyoo-shi-mashoo</i>	let's study
^た 食べます <i>tabe-masu</i>	eat	<i>tabe-mashoo</i>	let's eat
^み 見ます <i>mi-masu</i>	look at	<i>mi-</i> _____	let's have a look
^{はじ} 始めます <i>hajime-masu</i>	begin	<i>hajime-</i> _____	_____
^き 来ます <i>ki-masu</i>	come	<i>ki-</i> _____	_____
います <i>i-masu</i>	be, exist (animate)	<i>i-</i> _____	_____
^{かえ} 帰ります <i>kaer-imasu</i>	return; go home	<i>kaer-imashoo</i>	_____
^お 終わります <i>owar-imasu</i>	end something	<i>owar-</i> _____	_____
^ま 待ちます <i>mach-imasu</i>	wait	<i>mach-</i> _____	_____
^か 書きます <i>kak-imasu</i>	write	<i>kak-</i> _____	_____
^の 飲みます <i>nom-imasu</i>	drink	<i>nom-</i> _____	_____
^{はな} 話します <i>hanash-imasu</i>	talk	<i>hanash-</i> _____	_____
^あ 会います <i>a-imasu</i>	meet	<i>a-</i> _____	_____

Here is a table of many nouns that come up in this Act with *desu* forms and some negative *-ja nai desu* forms. Using romanization, fill in the rest of the blanks with the forms that complete the table. As you learn the appropriate hiragana and kanji, you can add the forms in hiragana (furigana) and kanji as well.

Noun <i>desu</i> forms	English	Noun <i>ja nai desu</i> forms	English
これです <i>kore desu</i>	it's this	<i>kore ja nai desu</i>	it's not this
びょうき 病 気です <i>byooki desu</i>	she's sick	<i>byooki ja nai desu</i>	she's not sick
アプリです <i>apuri desu</i>	it's an app	_____	it's not an app
つぎです <i>tsugi desu</i>	it's next	_____	_____
だめです <i>dame desu</i>	it's bad, not good	_____	_____
としょかん 図書館です <i>toshokan desu</i>	it's a library	_____	_____
ともだち 友達です <i>tomodachi desu</i>	he's a friend	_____	_____
どうりょう 同 僚です <i>dooryoo desu</i>	she's a colleague	_____	_____
あめ 雨です <i>ame desu</i>	it's raining	_____	_____
おな 同じです <i>onaji desu</i>	it's the same	_____	_____

かたち Appendix E: 形にスポットライト! *Katachi ni supotto-raito!* Spotlight on form! Act 4: Negative *-nakatta desu* and Noun + *datta* forms

Here is a table of verbs that come up in this Act with *-masen deshita* forms and some *-(a)nakatta desu* forms. Using romanization, fill in the rest of the blanks with the forms that complete the table. Are you picking up the patterns for verbs? As you learn the appropriate hiragana and kanji, you can add the forms in hiragana (*furigana*) and kanji as well.

***-masen deshita* forms**

た
食べませんでした *tabe-masen deshita*
はな
話しませんでした *hanash-imasen deshita*
あ
会いませんでした *a-imasen deshita*
と
取りませんでした *tor-imasen deshita*
つく
作りませんでした *tsukur-imasen deshita*
かんが
考えませんでした *kangae-masen deshita*
き
聞きませんでした *kik-imasen deshita*
の
乗りませんでした *nor-imasen deshita*
てつだ
手伝いませんでした *tetsuda-imasen deshita*
かか
かかりませんでした *kakar-imasen deshita*
つか
使いませんでした *tsuka-imasen deshita*
がんば
頑張りました *ganbar-imasen deshita*

English

didn't eat
didn't talk
didn't meet
didn't take
didn't make
didn't think about
didn't listen
didn't get on board
didn't help
didn't take
didn't use
didn't persevere

***-(a)nakatta desu* forms**

tabe-nakatta desu
hanas-anakatta desu
aw-anakatta desu
*tor-*_____
*tsukur-*_____
*kangae-*_____
*kik-*_____
*nor-*_____
*tetsudaw-*_____
*kakar-*_____
*tsukaw-*_____
*ganbar-*_____

Here is a table of many nouns that come up in this Act with *ja arimasen deshita* forms and some *-ja nakatta* forms. Using romanization, fill in the rest of the blanks with the forms that complete the table. As you learn the appropriate hiragana and kanji, you can add the forms in hiragana (furigana) and kanji as well.

Noun <i>ja arimasen deshita</i> forms	English	Noun <i>ja nakatta</i> forms
^{せんもん} 専門じゃありませんでした <i>senmon ja arimasen deshita</i>	it wasn't a specialization	<i>kore ja nakatta desu</i>
^{じ かん} 2時間じゃありませんでした <i>ni-jikan ja arimasen deshita</i>	it wasn't two hours	<i>ni-jikan ja nakatta desu</i>
^{こうがく} 工学じゃありませんでした <i>koogaku ja arimasen deshita</i>	it wasn't engineering	_____
^{げん ご がく} 言語学じゃありませんでした <i>gengogaku ja arimasen deshita</i>	it wasn't linguistics	_____
^{たいへん} 大変じゃありませんでした <i>taihen ja arimasen deshita</i>	it wasn't terrible	_____
おとといじゃありませんでした <i>ototoi ja arimasen deshita</i>	it wasn't the day before yesterday	_____
^{きょうしつ} 教室じゃありませんでした <i>kyooshitsu ja arimasen deshita</i>	it wasn't a classroom	_____
^{こうえん} 公園じゃありませんでした <i>kooen ja arimasen deshita</i>	it wasn't a park	_____
^{ことし} 今年じゃありませんでした <i>kotoshi ja arimasen deshita</i>	it wasn't this year	_____
^{めいじ} 明治じゃありませんでした <i>Meiji ja arimasen deshita</i>	it wasn't the Meiji Era	_____
さっきじゃありませんでした <i>sakki ja arimasen deshita</i>	it wasn't a while ago	_____
^{じてんしゃ} 自転車じゃありませんでした <i>jitensha ja arimasen deshita</i>	it wasn't a bicycle	_____
^{どようび} 土曜日じゃありませんでした <i>doyoobi ja arimasen deshita</i>	it wasn't Saturday	_____

Here is a table of adjectives that come up in the last two Acts with *-ku arimasen deshita* forms and some *-ku nakatta* forms. Using romanization, fill in the rest of the blanks with the forms that complete the table. As you learn the appropriate hiragana and kanji, you can add the forms in hiragana (furigana) and kanji as well.

<i>-ku arimasen deshita</i> forms	English	<i>ku nakatta</i> forms
あたら 新 しくありませんでした <i>atarashiku arimasen deshita</i>	it wasn't new	<i>atarashiku nakatta desu</i>
ふる 古くありませんでした <i>furuku arimasen deshita</i>	it wasn't old	<i>furuku nakatta desu</i>
つか 使いやすくありませんでした <i>tsukaiyasuku arimasen deshita</i>	it wasn't easy to use	_____
つか 使いにくくありませんでした <i>tsukainikuku arimasen deshita</i>	it wasn't hard to use	_____
あお 青くありませんでした <i>aoiku arimasen deshita</i>	it wasn't blue	_____
くろ 黒くありませんでした <i>kuroku arimasen deshita</i>	it wasn't black	_____
かわいくありませんでした <i>kawaiku arimasen deshita</i>	it wasn't cute	_____
はや 早くありませんでした <i>hayaku arimasen deshita</i>	they weren't early	_____
おそ 遅くありませんでした <i>osoku arimasen deshita</i>	she wasn't late	_____
しろ 白くありませんでした <i>shiroku arimasen deshita</i>	it wasn't white	_____

Here is a table of many nouns that come up in this Act with *da* forms (remember that *rekishi da* ‘it’s history’ is a bit blunter than *rekishi* ‘it’s history’ without *da*) and some *-datta* forms. Using romanization, fill in the rest of the blanks with the forms that complete the table. As you learn the appropriate hiragana and kanji, you can add the forms in hiragana (furigana) and kanji as well.

Noun <i>da</i> forms	English	Noun <i>datta</i> forms	English
れきし 歴史(だ) <i>rekishi (da)</i>	it’s history	<i>rekishi datta</i>	it was history
じかん 2時間(だ) <i>ni-jikan (da)</i>	it’s two hours	<i>ni-jikan datta</i>	it was two hours
こうがく 工学(だ) <i>koogaku (da)</i>	it’s engineering	_____	it was engineering
せんこう 専攻(だ) <i>senkoo (da)</i>	it’s my major	_____	_____
たいへん 大変(だ) <i>taihen (da)</i>	it’s terrible	_____	_____
きょねん 去年(だ) <i>kyonen (da)</i>	it’s last year	_____	_____
きょうしつ 教室(だ) <i>kyooshitsu (da)</i>	it’s a classroom	_____	_____
こうえん 公園(だ) <i>kooen (da)</i>	it’s a park	_____	_____
ほんとう 本当(だ) <i>hontoo (da)</i>	it’s true	_____	_____
しょうわ 昭和(だ) <i>Shoowa (da)</i>	it’s the Showa Era	_____	_____
さつき(だ) <i>sakki (da)</i>	it’s a while ago	_____	_____
じてんしゃ 自転車(だ) <i>jitensha (da)</i>	it’s a bicycle	_____	_____
げつようび 月曜日(だ) <i>getsuyoobi (da)</i>	it’s Monday	_____	_____

かたち Appendix F: 形にスポットライト! Spotlight on form! Act 5: ～て forms

Here is a table of all of the verbs you have learned so far with their ～ない forms and ～て forms. Fill in the rest of the blanks with the forms that complete the table. Are you picking up the patterns for verbs? This time, you should use hiragana for completing the table. When the verb is typically written in kanji, the character is provided to get you started. Be careful of おくりがな.

ます forms	English	～ない forms	～て forms
決 ^き めます <i>kime-masu</i>	decide	決 ^き めない <i>kime-nai</i>	決 ^き めて <i>kime-te</i>
見 ^み ます <i>mi-masu</i>	see	見 ^み ない <i>mi-nai</i>	見 ^み て <i>mi-te</i>
食 ^た べます <i>tabe-masu</i>	eat	食 ^た べない <i>tabe-nai</i>	食 ^た べて <i>tabe-te</i>
できます <i>deki-masu</i>	can do	でき_____	でき_____
います <i>i-masu</i>	be, exist (animate)	い_____	い_____
始 ^{はじ} めます <i>hajime-masu</i>	begin something	始 ^{はじ} め_____	始 ^{はじ} め_____
考 ^{かんが} えます <i>kangae-masu</i>	think	考 ^{かんが} え_____	考 ^{かんが} え_____
借 ^か ります <i>kari-masu</i>	borrow (5-3)	借 ^か り_____	借 ^か り_____
教 ^{おし} えます <i>oshie-masu</i>	teach (5-5)	教 ^{おし} え_____	教 ^{おし} え_____

ます forms	English	～ない forms	～て forms
わかります <i>wakar-imasu</i>	understand	わからない <i>wakar-anai</i>	わかって <i>wakat-te</i>
頑 ^{がん ぼ} 張ります <i>ganbar-imasu</i>	do one's best	頑 ^{がん ぼ} 張_____	頑 ^{がん ぼ} 張_____
終 ^お わります <i>owar-imasu</i>	end something	終 ^お わ_____	終 ^お わ_____
取 ^と ります <i>tor-imasu</i>	take	取 ^と _____	取 ^と _____
あります <i>ar-imasu</i>	exist (inanimate)	ない <i>nai</i>	あ_____
作 ^{つく} ります <i>tsukur-imasu</i>	make	作 ^{つく} _____	作 ^{つく} _____
帰 ^{かえ} ります <i>kaer-imasu</i>	return	帰 ^{かえ} _____	帰 ^{かえ} _____
乗 ^の ります <i>nor-imasu</i>	ride, get onboard	乗 ^の _____	乗 ^の _____

かかります <i>kakar-imasu</i>	take (time/money)	かか_____	かか_____
つか 使います <i>tsuka-imasu</i>	use	つか 使わない <i>tsukaw-anai</i>	つか 使って <i>tsukat-te</i>
い 言います <i>i-imasu</i>	is called, say	い 言_____	い 言_____
あ 会います <i>a-imasu</i>	see, meet	あ 会_____	あ 会_____
ちが 違います <i>chiga-imasu</i>	different from	ちが 違_____	ちが 違_____
か 買います <i>ka-imasu</i>	buy	か 買_____	か 買_____
てつだ 手伝います <i>tetsuda-imasu</i>	help	てつだ 手伝_____	てつだ 手伝_____
かま 構います <i>kama-imasu</i>	mind, care	かま 構_____	かま 構_____
ま 待ちます <i>mach-imasu</i>	wait	ま 待たない <i>mat-anai</i>	ま 待って <i>mat-te</i>
の 飲みます <i>nom-imasu</i>	drink	の 飲まない <i>nom-anai</i>	の 飲んで <i>non-de</i>
よ 読みます <i>yom-imasu</i>	read	よ 読_____	よ 読_____
し 死にます <i>shin-imasu</i>	die	し 死なない <i>shin-anai</i>	し 死んで <i>shin-de</i>
よ 呼びます <i>yob-imasu</i>	call	よ 呼ばない <i>yob-anai</i>	よ 呼んで <i>yon-de</i>
はな 話します <i>hanash-imasu</i>	talk	はな 話さない <i>hanas-anai</i>	はな 話して <i>hanashi-te</i>
か 書きます <i>kak-imasu</i>	write	か 書かない <i>kak-anai</i>	か 書いて <i>kai-te</i>
いただきます <i>itadak-imasu</i>	eat; receive (humble)	いただ_____	いただ_____
き 聞きます <i>kik-imasu</i>	hear; listen	き 聞_____	き 聞_____
い 行きます <i>ik-imasu</i>	go	い 行_____	い 行って <i>it-te</i>
いそ 急ぎます <i>isog-imasu</i>	hurry	いそ 急がない <i>isog-anai</i>	いそ 急いで <i>isoi-de</i>
ます forms	English	～ない forms	～て forms
き 来ます <i>ki-masu</i>	come	こない <i>ko-nai</i>	きて <i>ki-te</i>
します <i>shi-masu</i>	do	しない <i>shi-nai</i>	して <i>shi-te</i>
べんきよう 勉強します	study	べんきよう 勉強_____	べんきよう 勉強_____
しごと 仕事します	work	しごと 仕事_____	しごと 仕事_____
しゅくだい 宿題します	do homework	しゅくだい 宿題_____	しゅくだい 宿題_____
じゅぎょう 授業します	conduct a class	じゅぎょう 授業_____	じゅぎょう 授業_____
かいぎ 会議します	hold a meeting	かいぎ 会議_____	かいぎ 会議_____

Appendix G: Answer keys

Introduction

0-1C What should you do?

1. d; 2. a; 3. e; 4. c; 5. d; 6. b; 7. f; 8. a; 9. c; 10. h; 11. e; 12. g; 13. c; 14. b; 15. f; 16. a; 17. d; 18. i; 19. d; 20. g

0-2C What should you do?

3. e; 4. j; 5. a; 6. j; 7. f; 8. h; 9. c; 10. b; 11. d; 12. g; 13. i; 14. b.; 15. j; 16. a; 17. l; 18. f; 19. j; 20. e

0-3C Mora count

Group 3. c; Group 4. a; Group 5. c

0-4C Mora count

Group 3. d; Group 4. a; Group 5. d

0-5C Mora count

3. (2); 4. (2); 5. (3); 6. (4); 7. (4); 8. (5); 9. (3); 10. (3); 11. (4); 12. (3); 13. (4); 14. (5); 15. (3)

0-6C Mora count

3. (5); 4. (3); 5. (6); 6. (3); 7. (4); 8. (6); 9. (6); 10. (5); 11. (4); 12. (3); 13. (4); 14. (6); 15. (7)

0-7C Accent

Group 3. a; Group 4. c; Group 5. b

0-8C Accent

3. LHHH; 4. HL; 5. HLLL; 6. LHH; 7. HLLL; 8. HLL; 9. LHHL; 10. HLLL

0-9C Accent

3. HLLLL; 4. LHHHH; 5. LHHHH; 6. LHHHHH; 7. LHHHHL; 8. LHHHHL; 9. LHLLLL; 10. LHHHHHHHL

0-10C Intonation

Group 3. c; Group 4. a; Group 5. c

Act 1

1-1-1C Identifying the actors

3. Shirai & Sasha; 4. Brian Wang & Kanda; 5. Sakamoto Ichiro & Morris; 6. Takashi & Yamada Eri

1-1-2P Checking if everybody is here

Ms. Kanda (○); Mr. Shirai (○); Professor Sakamoto (○); Mr. Brian Wang (○); Ms. Sasha Morris (×); Ms. Yamada (○)

1-2-1C What's going on?

3. a; 4. d; 5. b

1-2-2P What would you say?

3. a; 4. b; 5. a

1-3-1P *Onegai-shimasu*

3. N; 4. Y; 5. N; 6. Y; 7. Y

1-4-1P What would you say?

3. a; 4. b; 5. c

1-5-1C What are they saying?

3. f (Y); 4. g (N); 5. e (N); 6. a (N); 7. c (Y); 8. d (Y)

1-6-1C What's going on?

3. e; 4. b; 5. d; 6. f

1-7-1C Listening for the name

3. Kaoru; 4. Kanda Kenta; 5. Sakamoto Miki; 6. Zhang; 7. Shirai Masao

1-7-2C Finding the one that doesn't belong

3. b; 4. c; 5. c

1-8-1CP Mora count

3. (9); 4. (5); 5. (6); 6. (2); 7. (6); 8. (3); 9. (8); 10. (2); 11. (4); 12. (8)

1-9-1P Mora count

3. (4); 4. (2); 5. (4); 6. (4); 7. (6); 8. (3); 9. (4); 10. (1)

1-9-2P Does that sound right?

3. b; 4. b; 5. d

1-10-1C What's going on?

3. c; 4. b; 5. a; 6. a; 7. a; 8. a; 9. b; 10. c; 11. a; 12. c

1-11-1C What's going on?

3. e; 4. d; 5. c

1-12-1C What's going on?

3. e; 4. c; 5. d

1-14-1P Mora count

3. (3); 4. (7); 5. (5); 6. (6); 7. (9); 8. (8); 9. (5); 10. (7)

1-15-1R Symbol recognition

3. 博; 4. 願; 5. no kanji; 6. 神田; 7. 僕; 一郎; 8. 失礼; 9. 疲; 様; 10. 京都駅; 11. 帰;
12. 先; 13. no kanji

1-15-2R Symbol recognition

3. ドーム; 4. ミーティング; 5. no katakana; 6. ブライアン・ワン; 7. バイバイ; 8. サー
シャ・モリス; 9. no katakana; 10. ヤサイクル; 11. ゴミ; 12. エコ

^き
聞いてみよう *Kiite miyoo* Listening comprehension

1. a. they're friends; b. Kenta; 2. a. they're friends; b. they're saying good-bye; 3. a. in
the evening after work; b. the man; 4. a. the man; 5. a. they are meeting for the first
time; b. Yagi Keiko; c. Shirai; 6. a. their gratitude; b. Amy Chou

^し
知ってる? *Shitte'ru?* What do you know?

1	C	11	C	21	A
2	B	12	B	22	C
3	A	13	C	23	
4	C	14	A	24	
5	B	15	B	25	
6	A	16	C	26	
7	C	17	C	27	
8	C	18	A	28	
9	B	19	B	29	
10	C	20	A	30	

Act 2

2-0-1C Responding to instructional expressions

3. b; 4. e; 5. g; 6. f; 7. a; 8. d; 9. h; 10. b; 11. d; 12. f; 13. c; 14. g; 15. a; 16. c; 17. e; 18. b; 19. g; 20. h

2-0-2C Responding appropriately

3. d; 4. b; 5. a; 6. c; 7. b; 8. a; 9. d

2-0-3C What's going on?

3. a; 4. f; 5. g; 6. e; 7. b

2-1-1C Yes or no?

3. b; 4. a; 5. b; 6. a; 7. a; 8. b; 9. a; 10. a

2-2-1C Checking the schedule

today: homework, test, meeting, work; tomorrow: call

2-2-2C Knowing where they are coming from

3. a; 4. c; 5. b; 6. a; 7. b; 8. a; 9. c; 10. a; 11. b; 12. a

2-3-1C What's being offered?

3. a; 4. g; 5. m; 6. c; 7. f; 8. j; 9. k; 10. i; 11. h

2-3-2C Accepted or declined?

3. a; 4. a; 5. a; 6. a; 7. a; 8. d; 9. d; 10. a

2-3-3CP Inviting a colleague

3. accepted; 4. accepted; 5. accepted; 6. accepted; 7. declined; 8. accepted; 9. accepted

2-5-1C What's going on?

3. c; 4. b; 5. a

2-5-2C Asking or stating

3. Question; 4. Statement; 5. Question; 6. Question; 7. Statement; 8. Statement; 9. Question

2-5-3C Acknowledgment or disbelief? Asking or stating?

3. disbelief; 4. acknowledgment; 5. acknowledgment; 6. disbelief

2-6-1C What's going on?

3. b; 4. a; 5. b; 6. a; 7. b; 8. a; 9. b; 10. b; 11. b

2-6-2C What's the style?

3. b; 4. a; 5. b; 6. a; 7. a; 8. a; 9. b

2-7-1C Where is it?

3. a; 4. b; 5. a; 6. c; 7. c

2-8-1C What's going on?

3. a; 4. b; 5. a

2-9-1R Identifying things and people

3. a; 4. c; 5. d; 6. c; 7. c; 8. a

2-9-2R Asking various questions

3. yes/no; 4. wh; 5. yes/no; 6. yes/no; 7. yes/no; 8. yes/no

2-9-3W Writing furigana

3. かねこ よしき; 4. すだ ともえ; 5. ありやま とうま; 6. ふくち れい

き 聞いてみよう *Kiite miyoo* Listening comprehension

1. a. the teacher; b. he is late; 2. a. take out the file; b. she turns down his request; c. for making the request; 3. a. finish working; b. the woman; 4. a. today; b. at home; c. it's fine with him; 5. a. it's interesting; b. it's not particularly interesting; c. no, he doesn't; 6. a. Kanda-san; b. he's in a meeting; c. she's not entirely certain; 7. a. a report; b. he's surprised and concerned; c. she is not concerned; 8. a. he offers to help with something; b. near Mrs. Shirai; c. easy; 9. a. an invitation; b. she turns him down; c. she has a test tomorrow; 10. a. he invites her to have lunch; b. she accepts; c. to go to a *soba* restaurant; d. enthusiastically

よ 読んでみよう *Yonde miyoo* Contextualized reading

Handwritten memos

1. a. to thank you for the folder; 2. a. to thank you for the homemade sweets

Text messages

1. a. Whether I am busy now or not; 2. a. where I am (whether I'm at home);
3. a. Thank you! It looks delicious; b. whether it is expensive or not

か と 書き取り *Kakitori* dictation

1. きれいですね。
2. どちらですか。

3. いただきます。
4. おいしいですよ。
5. これ、しませんか。
6. あれ、ありますか。
7. ごちそうさまでした。
8. ありがとうございます。

か 書いてみよう *Kaite miyoo* Contextualized writing

1. これ、ありがとうございます。
2. これですか。

し 知ってる? *Shitte'ru?* What do you know?

1	A	11	B	21
2	B	12	C	22
3	C	13	B	23
4	A	14	A	24
5	B	15	B	25
6	B	16	B	26
7	A	17		27
8	C	18		28
9	A	19		29
10	C	20		30

Act 3

3-1-1CP Asking about acronyms

3. no good; 4. office lady; 5. commercial message; 6. Japanese Student Organization

3-2-1C What's going on?

3. It's not today; 4. It's not difficult; 5. It is tomorrow; 6. It's not cheap; 7. He can't do it; 8. It's not Shirai-san; 9. It is expensive; 10. It's not medicine; 11. She doesn't understand; 12. He won't begin; 13. Invitation; 14. It is pretty; 15. It is far away; 16. He doesn't have it; 17. Invitation; 18. It's not big; 19. He won't eat.

3-3-1C What's right?

3. It's a papaya. 4. It's a mechanical pencil. 5. The meeting is tomorrow at 9:30. 6. The "J" stands for 'joint.' 7. The person is not Mizuno. 8. It's a *saakuru*.

3-3-2C What's the loanword?

3. ice cream; 4. soccer; 5. Los Angeles; 6. love songs; 7. orange juice

3-4-1C What time is the train?

3. 11:39 a.m.; 4. 1:56 p.m.; 5. 4:35 p.m.; 6. 7:08 p.m.; 7. 8:13 p.m.; 8. 2:24 p.m.;
9. 9:02 a.m.

3-4-2C Where did they study that language?

3. French at Oxford University; 4. French at Waseda University; 5. Spanish at graduate school in Texas (Texas Tech); 6. Korean at Kyoto University (Kyodai stands for Kyoto Daigaku); 7. Chinese at UCLA; 8. English in high school

3-5-1C Getting the details

Conversation 1: 3. delicious meals; 4. far; 5. today and tomorrow; 6. Japanese (language); Conversation 2: 7. ramen; 8. over there (away from both speakers); 9. price (expensive); 10. not “off”, *ofu*

3-5-2C How many are there?

3. notebooks (29); 4. pens (63); 5. pens (240); 6. notebooks (73); 7. pencils (450);
8. paper (820)

3-5-4P Doing some quick math

3. pens $20 \times 8 = 160$ and notebooks $150 \times 4 = 600$; total = 760; 4. pens $30 \times 6 = 180$ and notebooks $100 \times 8 = 800$; total = 980; 5. pens $57 \times 5 = 285$ and notebooks $200 \times 3 = 600$; total = 885; 6. pens $33 \times 6 = 198$ and notebooks $270 \times 2 = 540$; total = 738

3-6-1C Identifying owners

umbrella—Takashi Matsuura; ticket—Kanda-san; bag—Mr. Shirai; laptop—Division Chief Yagi; pile of paper—Amy

3-7-1R Asking questions

3. yes/no; 4. wh; 5. yes/no; 6. wh; 7. wh; 8. wh

3-7-2R Inviting someone to do something together

3. d; 4. c; 5. e; 6. a

3-7-3W Nouns modifying nouns

3. な; 4. の; 5. な; 6. の; 7. の; 8. の, な

3-8-2R: X or Y?

3. a; 4. b; 5. g; 6. d; 7. c

3-8-3W Filling in the blanks

3. け(れ)ど; 4. も; 5. け(れ)ど; 6. は; 7. も; も; 8. け(れ)ど

3-9-1R: Let's do X together

3. b; 4. g; 5. d; 6. c; 7. f

3-9-2R Correcting information

3. c; 4. a; 5. b; 6. g; 7. e; 8. f

3-9-3R Uses of では

3. Transition; 4. Transition; 5. Negation; 6. Negation

3-9-4W Using furigana

3. ほった りゅうた; 4. むかい めい; 5. なかい りょうすけ; 6. にくそん・ふるかわ; 7. わだ ゆきこ; 8. へんりー・ひらた

3-9-5W Using furigana

3. ねぬのかわ; 4. まほむら; 5. べつつぷ; 6. りゅゅうがちさき; 7. けやき(✓); 8. ぬめぐるろ

き 聞いてみよう *Kiite miyoo* Listening Comprehension

1. a. the time; b. 3:00; 2. a. his bag, red; b. a college logo; c. Sasha; 3. a. Takeda; b. Aoi Publishing; c. Yamamoto-san; d. today is her day off; 4. a. Jake and Takashi; b. the French teacher; 5. a. if she understands Chinese; b. translate it into Japanese; c. she isn't helpful; 6. a. if he has time next weekend; b. she wants to invite him to play golf; c. not play golf; 7. a. a wallet; b. Takashi; c. ID card

よ 読んでみよう *Yonde miyoo* Contextualized reading

- (1)a. everyone to eat the food in the container
(2)a. whether the cell phone (pictured in the attachment) belongs to Shirai-san
(3)a. the time of the meeting tomorrow; b. the meeting is at 4:30 instead of 4:00
(4)a. to do today's homework as a group (everyone) at the library on campus.

か と 書き取り *Kakitori* dictation

1. どうぞ。
2. おはよう。

3. いいですか？
4. おはようございます。
5. こんにちは。
6. こんばんは、
7. どうもすみません。
8. ありがとうございます。
9. いただきます。
10. ごちそうさまでした。
11. どうぞよろしく。
12. おやすみなさい。
13. じゃ、またあとで。

か 書いてみよう *Kaite miyoo* Contextualized writing

1. これ(は)、だれのですか。
2. ごちそうさまでした。これ、よかったらみなさんでどうぞ。
3. これ、やっぱりとてもおもしろいですよ。あさってしませんか。
4. さとう たける; ぬのかわ りゅうたろう

し 知ってる? *Shitte'ru?* What do you know?

1	B	11	A	21	A
2	A	12	A	22	A
3	B	13	B	23	A
4	C	14	A	24	B
5	C	15	B	25	B
6	B	16	B	26	C
7	C	17	A	27	A
8	A	18	B	28	C
9	A	19	C	29	B
10	B	20	C	30	

Act 4

4-1-1C Non-past or past?

3. non-past; 4. non-past; 5. past; 6. past; 7. non-past; 8. past; 9. non-past; 10. past; 11. non-past; 12. past

4-2-1C What field of study is mentioned?

3. physics; 4. engineering; 5. religion; 6. linguistics; 7. mathematics; 8. literature

4-2-2C What's being asked?

3. a pen that's not black; 4. a bag that's not black; 5. cake that's smaller; 6. a notebook that's cheaper; 7. a T-shirt that's not white; 8. a book that's not so difficult.

4-3-1C What's being asked?

3. b; 4. a; 5. b; 6. a; 7. b; 8. b; 9. b

4-4-1C What day is it?

3. 3; 4. 27; 5. 5; 6. 16; 7. 6; 8. 8; 9. 20

4-5-1C Waiting for someone

3. who (Nakamura); 4. for whom (Murata); 5. for whom (Suzuki); 6. who (Kanda); 7. for whom (Ikegami)

4-6-1C Naming or counting time?

3. naming (2:50); 4. naming (5:30); 5. counting (one hour); 6. counting (thirty minutes); 7. counting (one hour thirty minutes); 8. naming (14:06); 9. naming (11:20)

4-7-1R Reporting where something or someone was or where something was taking place

3. で; 4. に; 5. で; 6. で; 7. に; 8. で

4-7-2R Expressing or asking about limitation

3. e; 4. b; 5. c; 6. a

4-7-3R Expressing contrast

3. g; 4. c; 5. b; 6. h; 7. d; 8. e; 9. j

4-7-4R Asking for information

3. i; 4. g; 5. f; 6. e; 7. b; 8. c; 9. h; 10. a

4-7-5R Under human control or not

3. が; 4. が; 5. を; 6. が; 7. が; 8. が; 9. を; 10. が

4-7-6R Preferred word order

3. C-A-B; 4. B-A-C; 5. A-C-B; 6. B-A-C; 7. A-C-B

4-7-7W Fill-in-the-blank

3. X; 4. を; 5. が; 6. が; 7. が; 8. が; 9. が; 10. に; 11. も; も; 12. から; まで

4-7-8W Sentence completion

3. おいしくありません; 4. おいしくありませんでした; 5. よくないです; 6. よくなかったです; 7. きれいじゃありません; 8. きれいじゃありませんでした; 9. ないです; 10. なかったです

聞いてみよう *Kiite miyoo* Listening comprehension

1. a. that it's old; b. it was beautiful; 2. a. Hawaii; b. it was very beautiful; c. he brought her back some macadamia nuts from Hawaii; 3. a. what they should eat; b. cheesecake; c. to order two cheesecakes; 4. a. Yamada-san; b. five days; c. that Sato-san is coming today; 5. a. when he made the design; b. the day before yesterday; c. that it was hard to make; 6. a. when is the event next week?; b. on Wednesday, the 8th, at 7:30 p.m.; d. that it's at the Marriott Hotel; 7. a. sociology; b. math, physics, and engineering; 8. a. last Saturday; b. Giovanni, new, Italian, a bit expensive.

読んでみよう *Yonde miyoo* Contextualized reading

- (1) a. for leaving early today; b. will arrive around 7:30 tomorrow
- (2) a. tomorrow's meeting; b. which room to use and whether it is the usual room (#201); c. the Nihon Hotel was used for last month's meeting; d. it was a little expensive, but it was rather good.
- (3) a. it is from 1:30 (not 1:00); b. from page 23 to 27 in the book
- (4) a. Kyoto; b. tomorrow from 9:00 a.m.; c. Watanabe and Tanaka from Watanabe's company and Haruno and Watanuki from ZONI; d. because he was raised outside of Japan
- (5) a. next semester's schedule and the location for Korean class

書き取り Dictation

1. どれがいいですか。
2. どこがおいしいですか。
3. どれができますか。

4. どれをしますか。
5. これはいくらですか。
6. あちらはどなたですか。
7. ここにはありますが、あそこにはありません。
8. ここからあそこまで、どのぐらいかかりますか。

書いてみよう Contextualized writing

1. このコピーはどこにありますか。
2. これをp. 39までコピーしました。どうぞ。
3. これはだれがコピーしましたか。いつ(コピー)しましたか。

知ってる? *Shitte'ru?* What do you know?

1	A	11	C	21	A
2	B	12	B	22	B
3	B	13	A	23	C
4	A	14	A	24	C
5	B	15	C	25	B
6	A	16	B	26	B
7	C	17	A	27	C
8	C	18	B	28	A
9	A	19	B	29	B
10	B	20	C	30	C

Act 5

5-1-1C Identifying ～て forms

3. i; 4. g; 5. e; 6. k; 7. c; 8. a; 9. b; 10. m

5-2-1C What does Sakamoto-san want to do?

3. g; 4. a; 5. e; 6. f; 7. b; 8. d

5-3-1C How many are there?

3. six; 4. four; 5. one; 6. eight; 7. six

5-3-2C How polite is it?

Most polite: 3; Next most polite: 1; Third most polite: 4; Least polite: 2

5-4-1C What's going on?

3. b; 4. a; 5. a; 6. b; 7. b; 8. a; 9. b; 10. a

5-4-2C What's the location?

3. c; 4. h; 5. g; 6. d; 7. f; 8. e; 9. i; 10. a

5-5-1C What's going on?

3. a; 4. a; 5. b; 6. a; 7. b; 8. b; 9. b; 10. a

5-5-2CP What would you say?

3. b; 4. a; 5. c; 6. c

5-5-3CP Inviting Sakamoto-sensei to events

3. ☐; 4. ☐; 5. ☒; 6. ☐

5-6-1C What are the appointment details?

3. Professor Shirai; tomorrow after the first hour; 4. Kawamura-san, a senior student; Wednesday next week before the second hour; 5. fifteen minutes before the meeting; meeting room; 6. now; first floor lounge

5-7-1R Introducing oneself

3. Kia; 4. Keith Oscar; 5. Kirk Arthur

5-7-2R Seeking information about things and events

3. e; 4. a; 5. g; 6. b; 7. f

5-7-3R Correcting information

3. b; 4. c; 5. d

5-7-4R Asking for permission

3. b; 4. c; 5. d

5-7-5R Thank-you memos

3. e; 4. a; 5. b; 6. c

5-7-6R Identifying an odd item

3. タクシー; 4. シカゴ; 5. チケット; 6. デイジー

5-7-7W Making a shopping list

チーズケーキ、ステーキソース

5-7-8W Writing down names

3. ケニー・クック; 4. コートニー・ゲイツ; 5. デニス・ウエスト

聞いてみよう Listening comprehension

1. a. if it's OK to bring them tomorrow; b. it's fine; c. that he brings them tomorrow at the latest; 2. a. whether he can play it or not; b. that he can, with just some practice; c. yes; 3. a. now; b. by the afternoon; c. all of it; d. he says to rely on him to get it done; 4. a. for relying on him to do the job; b. take a look at it; c. it's beautiful; 5. a. to the bookstore on the eighth floor; b. it starts at 11:00; c. whether he'll return in time for the meeting; d. he'll hurry to the bookstore and return before the meeting starts; 6. a. that he'll come to it; b. next week; c. if it's OK if he doesn't come; d. she asks if he has something else to do; 7. a. reading and writing, it has gotten difficult; b. they review together; c. that they review together as soon as possible; d. when would be good; e. he says anytime is fine with him, that either today or tomorrow would be good; 8. a. if they have any questions; b. to turn in their homework by next Tuesday; c. they don't have to do it; d. because #8 is difficult; 9. a. she's improved; b. for playing tennis with her today; 10. a. if she can write with the pen she has; b. because it's hard to write with that pen; c. the pen she has.

読んでみよう Contextualized reading

- (1) a. Texas; b. Isaac Carter; c. Kate, South Dakota
- (2) a. coat; b. socks; c. V-neck

書き取り Dictation

1. だれがテニスしますか。
2. ツイッターはしません。
3. タクシーでいらっしゃいますか。
4. そのセーター、いくらですか。
5. あれ、タイガー・ウッズじゃありませんか？
6. あのかawaiiいスカート、いくらでしょうか。
7. そのノートはカーターさんのデスクにありました。
8. デザートはチーズケーキでもいいでしょうか。

書いてみよう Contextualized writing

1. クックさん
このツアー、よかったらいらしてください。

2. ウエストさん
あしたはタクシーでいらっしゃってください・いらしていただけますか。
3. カーターさん
このノート、カーターさんのじゃありませんか。

知ってる? What do you know?

1	A	11	C	21	C
2	C	12	C	22	A
3	A	13	B	23	A
4	B	14	A	24	C
5	B	15	C	25	B
6	A	16	B	26	B
7	B	17	A	27	A
8	C	18	C	28	
9	B	19	A	29	
10	B	20	C	30	

Act 6

6-1-1C Ongoing action vs. resulting state

3. OA; 4. OA; 5. OA; 6. RS; 7. RS; 8. RS; 9. OA; 10. RS; 11. OA; 12. OA; 13. RS;
14. OA

6-1-2C What's going on?

3. a; 4. a; 5. a; 6. b; 7. a; 8. b; 9. b; 10. a

6-2-1C Where is it?

3. Uchida-san—behind; 4. post office—right; 5. park—next to; 6. hotel—in front

6-2-2C Point in time or amount of time?

3. A; 4. P; 5. A; 6. A; 7. P; 8. A; 9. A; 10. A; 11. P

6-3-1C More or already?

3. more; 4. more; 5. already; 6. more; 7. already; 8. more

6-3-2C Who is it?

3. a; 4. e; 5. h; 6. f

6-4-1C Listening for contact information

office room number: 502; office phone number: 63-5741; mobile phone number: 090-4277-6585; email address: otani.92@tokyo.edu

6-5-1C What's going on?

2-1. d; 2-2. c; 3-1. f; 3-2. e; 4-1. g; 4-2. h

6-6-1C Identifying question word + か & も

3. d; 4. a; 5. c; 6. d; 7. d; 8. a; 9. d; 10. a; 11. d; 12. b; 13. d; 14. c; 15. c; 16. a; 17. b; 18. b; 19. c; 20. b

6-7-1R Ordering food

3. meal; 4. meal and dessert; 5. drink

6-7-2R Verifying where people are from

3. Bennett; Minnesota; 4. Barney; Mississippi; 5. McIntire; Ireland; 6. Barnard; West Virginia

6-7-3R Asking for permission

3. starting (it) tomorrow; 4. not doing test tomorrow; 5. doing training for part-time workers the day after tomorrow

6-7-4R Politely indicating where people are

3. Lewis; Colorado; 4. Thomas; Seattle; 5. Scott; Los Angeles; 6. Garcia; Washington D.C.; 7. Edwards; Kentucky; 8. Thompson; Arkansas; 9. Rodriguez; Pennsylvania; 10. Gonzales; San Francisco; 11. Roosevelt; Missouri (St. Louis); 12. Anderson; Oregon (Portland)

6-7-5R Making requests

3. j; 4. a; 5. f; 6. b; 7. c; 8. k; 9. h; 10. i; 11. d

6-7-6R Stating what people are doing right now

3. Campbell-san; jogging over there; 4. Johnson-san; studying at the library; 5. Charles-san; watching news on the Internet; 6. Stewart-san; talking with Hugh-san in the lobby; 7. Nelson-san; watching a documentary on TV; 8. Richardson-san; eating lunch at the restaurant; 9. Harris-san; buying juice and chocolate; 10. White-san; backing up the data from the computer; 11. Jackson-san; doing an interview in a hotel in New York

6-7-7R Identifying an odd item

3. ミュージカル; 4. シンガポール; 5. サンフランシスコ; 6. ビバリー

6-7-8W Checking if something has been done already

3. アップしていません; 4. メールしていません; 5. カバーしていません; 6. プリントしていません; 7. チェックしていません

6-7-9W Getting to know new people

3. チャン・キム; ソウル; ウィンタースポーツ(スキー・スノーボード); 4. ジョン・スミス; ニューヨーク; ミュージカル

聞いてみよう Listening comprehension

1. a. which person is Brian; b. he's not in the photo because he was the one who was taking the photo; 2. a. Brian; b. he's in the back, the third person from the left; c. that he's Japanese; d. she says he's Chinese-American; e. his aikido rank; f. he hasn't achieved first rank yet; he's pretty good at it; 3. a. that a student from the U.S. is doing a homestay at his home; b. because she already knows about the student; c. they were students at the same university but not in the same Japanese class; d. they haven't seen each other for five months, but they've been texting each other; 4. a. he's trying to reach someone who works at Yoshida Shipping; b. she met that person last week and was given their business card; c. because the phone number he has is different from the one on the business card; d. that the card he has is old and that she has the new one; 5. Sasha's report at the planning meeting this morning; b. she wanted to do a better job; c. that even the company president was listening to the report; 6. a. to leave right after the meeting this afternoon; b. because she has an appointment at the medical clinic; c. because the doctor is very busy and so it's hard to schedule an appointment; d. that she's not well; 7. a. 7:00 on Wednesday; b. the name of the restaurant; c. 'Midori' is the name of the restaurant; it's a female name as well as a color; d. right between the station and the office; 8. a. eat more; b. she's had enough; c. that she hasn't eaten one of the dishes; d. she says that she has eaten it; 9. a. consult with Sasha Morris before turning it in; b. if she's in a rush; c. she'd like to decide everything in one week's time; 10. a. if the color is okay; b. that brown would be better; c. because the top part is yellow, brown would show up more clearly; d. that it wouldn't be interesting; e. she disapproves.

読んでみよう Contextualized reading

- (1) a. all classes are recommended; Would you like to exercise together? b. free (open to all) swimming, baby swimming, water aerobics; c. yoga, pilates, aerobics, hula dance, jazz dance, stretch, and machine training.
(2) a. Ocean View; b. ¥450; c. tomato, onion; d. sea food salad; e. pasta carbonara
f. vegetable sandwich; g. vanilla, strawberry, chocolate

書き取り Dictation

1. レベッカ・ロバーツ/ニューメキシコ/アイスクリーム
2. ジュリア・ルーカス/メリーランド/ヨガ
3. ブリジット・ホワイ特/ケンタッキー/バスケットボール
4. ジャック・ロペス/マサチューセッツ/カメラ
5. ジョン・サックス/ノースキャロライナ/アップルパイ
6. ビル・カーター/ユタ/ミュージカル

書いてみよう Contextualized writing

1. スミスさんはまだチェックしていませんけど、アルバイトのスケジュール、どうぞ。
2. このコンピュータ(一)、もうだめですからリサイクルしてください。
3. キャサリンさん
あのレストランのメニューです。ここのパスタはどれもすごくおいしいですよ。

知ってる? What do you know?

1	A	11	B	21	A	31	A
2	B	12	C	22	C		
3	B	13	B	23	C		
4	C	14	A	24	B		
5	A	15	B	25	B		
6	B	16	C	26	A		
7	C	17	C	27	B		
8	A	18	B	28	B		
9	C	19	B	29	C		
10	B	20	B	30	B		

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Performing Japanese Culture
Level I Volume I Textbook



Mari Noda, Patricia J. Wetzel,
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Prologue

Objectives and expectations

We assume that your objective in studying Japanese is to be able to use the language to interact with people in a culturally coherent way. This objective coincides with the goals of this material—to help learners become able to use Japanese to participate in Japanese culture. In other words, you will be able to follow Japanese cultural norms to express yourself in ways that are in line with your own intentions and to comprehend the intentions of others. Primarily we address verbal expressions, both spoken and written, though we also attend to non-verbal expressions such as body language, facial expressions, and even silence.

We assume that you have no previous background in the formal study of Japanese, though it is quite likely that most beginning learners have had some level of exposure to Japanese language and behavior. Some of the “Scenes” you encounter may already be familiar to you. We expect that you will engage yourself actively in all of the Scenes, assuming roles of the actors in the Scenes and understanding the circumstances that determine how actors carry out their intentions through language. Important factors to notice are the time and place of the Scene, the roles of the participants in the Scene, and the influence of any bystanders. We refer to this kind of active engagement as “performance.” The vocabulary and the sentence structures you learn are simply tools you will need to perform successfully in Japanese culture. Your objective in using *NihonGO NOW!* is to continuously expand your repertoire for performing in Japanese culture.

Means

NihonGO NOW! is a program to enhance your performance in Japanese through the resources of the *Textbook*, the *Activity Book*, and online materials. *NihonGO NOW!* supports self-managed learning, but a Teachers’ Manual, available online, provides resources for instructors. The program is organized into 24 “Acts” (幕) or learning units. Each Act consists of a Speaking and listening (S/L; 話す・聞く) section and a Reading and writing (R/W; 読み書き) section. In a typical Act, there are six Scenes (場) focusing on listening and speaking and two to three Scenes for reading and writing.

Practicing listening and speaking will require extensive work with audio materials. You need to train your brain to process sequences of sounds, either in production or reception, quite automatically, always connecting them to intentions expressed in context. Expect to use a significant portion of your study time with audio materials. Use visual materials (video clips, illustrations, photographs) and text to enhance your audio-centered study. Reading and writing will require processing of text. We also provide audio materials to enhance your study of written texts.

Here are the resources provided in this program and how to utilize them for effective and efficient study of Japanese. All audio and video materials are available online.

Textbooks: 2 volumes, 12 Acts in each volume. Each Act presents several Scenes.

Elements of a Scene (ば 場) in the *Textbook*

Elements	What you should do
Scene title	Read the English equivalent and look at the Japanese. Focus on what the Scene is about.
ば めん 場面 Setting: a short description of the Scene.	Read and know the circumstances in which this performance is set, what roles the speakers have, and what they are doing. How would you perform in this Scene? Consider any bystanders who may be there, even if they are not actively speaking.
せり ふ 台詞 Script (in S/L section): what the actors do in this performance.	1. Listen to the audio and visualize what you are hearing without looking at the textbook. 2. View the video (if available). Did your visualization come close to the Scene you see? What do you think is going on? 3. Read the English equivalent. How close were you in guessing what is going on? What things can you already say in Japanese? What do you need to learn that is new? 4. Look through the Japanese and confirm what looks familiar to you and what appears to be new. Romanization is provided for Acts 1 through 4 to help you with this process. Do not try to decode everything by looking at the Japanese script. Use your ears! 5. Work with the audio files to learn to perform the Scene (see procedures in the audio files section below.) 6. Practice repeating the lines, using the Build-up audio file. Use the reverse build-up technique on the Build-up audio, where you begin at the end of a sentence and add elements preceding it step-by-step. 7. Use Role Play audio files to practice role play, paying attention to the communicative purpose of what you are saying. Practice until you can play each role without stopping the audio file. 8. Perform the script in the appropriate context (in class).

Elements	What you should do
テキストText (in R/W section): what you read as part of your performance.	1. View the Text layout and skim it for general content. What message is being conveyed? Scan for key items you would expect to see. 2. Listen to the audio as you follow the text. How close were you in guessing what is going on? What parts could you already read? What sequences did you need to learn that are new? 3. Read the English equivalent to confirm your understanding. 4. If appropriate, read the Text out loud. 5. Consider what you would do in response to reading this Text.
単語と表現 たんご ひょうげん Vocabulary and expressions: The items that are shaded are used in the Scene Script. Others may be substituted in the script to create new performances.	1. Go through the list and know how each item is used or might be substituted in the Scene. 2. Work with the audio to learn how to say the items. Repeat each item while looking at the English provided in the text. Review and repeat those items that are more challenging. 3. Imagine a new Scene, for which you can use the additional vocabulary. Try performing that new Scene.
文字と例 もじ れい Symbols and examples (in R/W Section): new symbols along with short phrases in which the new symbols are used. For the most part, the R/W section only uses vocabulary and expressions that have been practiced in the S/L sections of the same or preceding Acts. When new vocabulary and expressions are introduced (with the “+” mark in the R/W section), study them and imagine the contexts in which they may be used. Items marked with # are for reference only, and those marked with ¥ mark are familiar words that contain unintroduced kanji.	1. Look at each symbol, paying attention to the stroke shape and the overall composition. You may want to trace it and write it on your own a few times. 2. Listen to the audio files as you view the examples. 3. Read the English equivalent provided. 4. Look at the examples while saying the words you see out loud. Avoid isolating symbols in the examples. Think of contexts in which these sequences may be found in writing. 5. Read the examples out loud. Can you do this at a normal speaking speed?
拡張 かくちよう Expansion: suggestions for expanding your vocabulary that are specific to your personal interests and professional specialization.	* Not every Scene has this section. Once you have a handle on the performance according to the script provided, follow the suggestion to discover how expressions that are specific to your interest are rendered in Japanese. Substitute these items in the script to create new Scenes. This will expand and personalize your performance repertoire.

Elements	What you should do
ぶ たいうら 舞台裏 Behind the Scenes (BTS in S/L Section): explanations about productive features of the language, cultural themes, and strategies for participating in Japanese culture.	1. Read the BTS title and recall how the feature was rendered in the Scene script. 2. Read the explanation. This should help you understand how the Scene is structured, what strategies you can use, and how you can use the language productively. 3. Go over the examples. Adding these examples to your repertoire will expand your performance power immensely.
かいせつ 解説 Between the Lines (BTL in R/W Section): features of the written language and strategies for participating in Japanese culture through text.	These explanations appear throughout the section. Read them carefully. This should help you understand how the symbols are used in Japanese writing as well as strategies for using the written language in your performance.

Elements of a Scene (場) in the *Activity Book*

The *Activity Book* provides Practice (練習) and Assessment (評価) activities and pages on which to write down your reactions or responses for practice activities.

れんしゅう 練習 Practice: activities you should do in preparation for Scene rehearsal (in class). They focus on the new forms introduced, but also provide valuable opportunities for review and use of familiar things in new contexts.	Most activities in the S/L section and many in the R/W section entail working with audio. Follow the directions provided. Aim for fluency and accuracy as you interpret and express intentions. Always visualize the Scene in your mind. Where are you? What role are you playing? What do others in the Scene look like? What are you all doing? What intentions are expressed and interpreted? The more concrete you can make these images, the more effective the practice will be.
り かいれんしゅう 理解練習 Comprehension Practice	Read the context provided, then listen to the audio files and answer questions. Write your answers in the Activity Book.
じつえんれんしゅう 実演練習 Performance Practice	Read the context provided, then practice appropriate responses, using the pattern provided in the examples. The audio files may provide a cue. After your speech, check the model provided in the audio file and repeat it to confirm. There are often multiple ways to do or say the same thing. The model shows how you can use what you have learned to manage the performance effectively. If English descriptions or illustrations provide the cue, the model may include a response to the speech. Listen to both the model and the response.
うでだめ 腕試し Tryout: activities to test your knowledge of performance outside of class	* Not every Scene has this section. Follow the instructions and try using your skills in the real world at the right moment. You and the people you interact with will be the judge of your level of performance. Report to your instructor how well your Tryout went.

よ れんしゅう 読み練習 Reading Practice:	1. Read the items quietly while listening to the audio files and imagining Scenes in which they may be used. 2. Read them again silently without the help of the audio. What intensions are expressed? 3. Read each item out loud. Can you do this at a normal speaking speed with full comprehension of what you are saying?
も じ れんしゅう 文字練習 Symbol Practice	Do this before class in which writing is practiced. Practice handwriting the symbols step-by-step.
か れんしゅう 書き練習 Writing Practice	Do this before class in which writing is practiced. Practice writing words and phrases and composing texts in the appropriate Japanese script. Some of your “writing” practice will entail inputting Japanese on an electronic device. For other practice, write in the space provided in the Activity Book or use appropriate writing sheets, such as 原稿用紙 <i>genkooyooshi</i> (the writing sheets with a set number of cells) as instructed by your teacher.
ひょう か 評価 Assessment: review activities that test your ability to participate in the culture.	
き 聞いてみよう Listening Comprehension: Similar to Comprehension Practice, but the content is more comprehensive and challenging.	Read the context provided, then listen to the audio file and answer questions. Write your answers on the answer sheet provided in the Activity Book.
つか 使ってみよう Dry Run: speaking practice based on contextual cues.	Read the context outlined in the textbook and try to express it (always thinking about culture) using the strategies you have learned. Listen to the audio to see if your version was similar to the sample. There may be multiple ways to do the same thing in addition to the sample provided.
よ 読んでみよう Contextualized Reading	1. Read the context and imagine what text you might expect to see in it. 2. Look at the overall contour of the text. What kind of information would you expect to see in different locations within the text? 3. Read the questions and consider where you might find the information necessary to answer them. 4. Read the text, working with words and phrases rather than isolated symbols. This “chunking” is an important strategy for reading. 5. Write your answers in the Activity Book.

か 書いてみよう Contextualized Writing	1. Read the context and imagine the overall contour of what you would produce. 2. Identify what you will need to convey through writing. 3. Compose. If you don't remember the exact symbol, use a place holder and finish composing. Then review, if necessary, to replace the place holders with appropriate symbols.
か と 書き取り Dictation	1. Listen to the audio. Listen until you have a good understanding of what you are hearing. 2. Repeat what you heard silently in your mind with full comprehension of what you are saying. Imagine the context in which you might be putting it into writing. 3. Write what you are able to say and understand.
し 知ってる? What do you know?: questions to check your understanding of the BTS/BTL items.	Write your answers on the answer sheet provided in the Activity Book.

Audio files are available online for Scene Scripts, Vocabulary and Expressions, Comprehension Practice, Speaking Practice, Comprehension, and Dry Run in the Speaking/Listening section. For the Reading/Writing section, audio files are available for Text, Symbols and Examples, Reading Practice, and Dictation. For speaking practice, always speak—do not whisper—at a comfortable volume and try to build up your speed until you are able to speak at a natural tempo. Think concretely about the context in which these performances work.

Video files online depict the Scenes. Use these to situate the Scenes clearly in the cultural context. Ask yourself who is involved. Do you know the characters and their backgrounds? Why are they doing what they are doing? As you practice with the audio, imagine these Scenes.

Symbol practice sheets are found in Appendix A in the Activity Book.

Check the website for additional learning resources that will become available at www.routledge.com/9781138304147, such as an English-Japanese glossary, a list of BTS and BTL, and a full list of different types of verbs, classifiers, and conjugations. Links to useful resource sites are also available online.

The Teacher's Manual and additional resources for teachers are also available online. They include additional practice and assessment ideas, along with points to focus on in class, and responses to frequently asked questions.

Special Symbols used in the reading and writing section:

- #: for your reference only. These expressions won't appear in practice activities until they are introduced in the Speaking and Listening portion.
- +: new expression that is to be learned. These may appear in practice activities.
- ¥: for those expressions that have already been introduced but when written in Japanese include kanji that have not yet been introduced. The kanji representation is for reference only.

Main places and characters

Humans have an amazing ability to join and adapt to multiple social circles and adjust their behaviors to the expectations of each of these circles, taking on different roles as they do. Even if the circles within which you use Japanese may be somewhat limited now, the potential for expanding those circles has no limit. *NihonGO NOW!* presents Scenes that take place in various circles of interaction that are representative of circles that you are likely to experience. Your objective is to become able to handle the many situations depicted in these Scenes while also allowing the Japanese people in these Scenes to feel comfortable interacting with you.

Not all of the Scenes may seem immediately relevant to all learners. For example, if you are a college student, you might find the business Scenes somewhat remote. If you are a professional and have already completed your higher education, the college Scenes may seem less than useful. However, developing the experiential knowledge or handling these Scenes adds to your capacity to move from one circle to another within the Japanese context. So you should practice the roles, including those of the Japanese people in each Scene. You should strive to perform smoothly and accurately all of the Scenes depicted in Level 1. Some of the Scenes in Level 2 are used to practice narration. In that case, your aim is to assume that you have engaged in the performance presented and focus on narrating what happened. Remember also that expressions used in every Scene may be transferred to other Scenes with adjustments, linguistic or non-linguistic.

The circles of people and places—what can be called ‘sagas’—that you can experience through this material are depicted in the following diagrams.



サーシャ・モリス (25)

Saasha Morisu
Sasha MORRIS

An intern at the Ogaki Trading (おおがきしょうかい 大垣商会) company in Tokyo. Originally from Missouri, she graduated from Clinton University in Oregon. She shares an apartment with her Japanese friend, Eri.



かんだけんた
神田健太 (32)
KANDA Kenta

An office worker at the Ogaki Trading; he helps interns.



やぎれいこぶちよう
八木礼子部長 (53)
Reiko YAGI-bucho

Head of the division at Ogaki Trading where Sasha and Kenta work. She has three children—a son who is the oldest and twins, a boy and a girl.



やまだえり
山田恵理 (26)
YAMADA Eri

Sasha's roommate. A graduate student at Fukuzawa University's School of Human Science. Assists Sakamoto-sensei in the Japanese language program. Originally from Kyoto.



ブライアン・ワン (20)

Buraian Wan
Brian WANG

A student at Clinton University, participating in study abroad at Fukuzawa University, having a home stay with the Shirai family in Saitama.



しら い ち ろ う
白井 一 郎 (16)
SHIRAI Ichiroo

Brian's host brother. A high school student, he goes to the community Aikido Club with Brian.



さ か も と ゆ う こ せん せい
坂本 優子先生 (47)
Sakamoto Yuuko-sensei
Professor SAKAMOTO

Professor of Japanese at Fukuzawa University, Brian's Japanese language teacher. She is also Eri's academic advisor.



か わ む ら ひ ろ し
川村 博 (21)
KAWAMURA Hiroshi

A junior at Fukuzawa University. He volunteers as Brian's language partner. Also a member of the university swimming club.



す ず き あ や の
鈴木 彩乃 (27)
SUZUKI Ayano

A recently promoted black belt at the Aikido club where Brian and Ichiro train. She is a biology teacher at a local high school.



エイミー・ジョンソン (20)

Eimii Jonson
Amy JOHNSON

A student studying Japanese and business at Clinton University. She is a member of the Japanese Language Club and works part time on campus.



まつうら たかし
松浦 孝 (21)

MATSUURA Takashi

A Japanese student from Fukuzawa University on study abroad at Clinton University in Oregon, where he belongs to the Japanese Language Club.

We have two mascots for this course: Go-kun and Nyau-chan.



プロローグ

目的と期待できる成果

学習者の目標は文化に呼応した形で日本語を用いて人と交わることと言えます。同様に、本教材の目標は、学習者による日本語を用いて文化に根ざした様々な活動への参加を支援することにあります。学習者が日本の文化的な規範に沿いながら自らの意図を表現し、他の人の意図を解釈できることを目指しています。主に言語表現を扱いますが、ボディランゲージや顔の表情、あるいは無言でいることを含む非言語表現も扱います。

本シリーズの第1巻は、過去にフォーマルな日本語学習経験を有さない学習者を対象としています。もちろん、多くの学習者は何らかの形で日本語の言語行動に触れているでしょう。本シリーズの「シーン」の中には、既に見たこと、聞いたことのあるような場面もあるかもしれません。そのような場面も含め、学習者に期待するのはすべての「シーン」に能動的に関わり、登場人物を取り巻いて行動を左右する状況を理解しながら、その人物を演じることです。ここで重要になるのは、シーンの展開する時間的状况、場所的状况、人物の立場、さらに傍観者の影響です。このような要素と実際の行動によって成り立つ能動的な関わりを、「パフォーマンス」と呼んでいます。シーンを通して学ぶ語彙や文法は、日本文化に呼応した「パフォーマンス」を支える道具に過ぎません。『日本語 NOW!』の目標は、学習者による日本文化におけるパフォーマンスの領域を継続的に広げていくことにあります。

手順

『日本語 NOW!』は教科書、アクティビティブック、オンライン教材の三本柱で学習者のパフォーマンスを広げるサポートをします。これらの学習リソースを使った独学も可能ですが、教師マニュアルを含む教師のためのサポートもオンラインで展開します。このプログラムは24幕 (Acts) の単元から成ります。各幕は、話す・聞く (S/L) と読み書き (R/W) のセクションによって構成され、通常、ひとつの幕に、6つの話す・聞くの場 (Scene) と、1～3の読み書きのテキスト(Scene) が紹介されています。

話す・聞くの練習には音教材が欠かせません。学習者は、多種多様な状況のもとで音情報を瞬時にプロセスして意図を素早く表現したり理解する力を習得しなければなりません。授業に備えた自習時間の大半は音教材を使った学習に当てることになります。その時、動画やイラスト、写真、文字などの視覚教材の使い方次第で、学習の効果も変わってきます。読み書き練習はテキストをプロセスする練習です。このためにも音教材を用います。

本シリーズが提供する学習リソースと、その有効的な使い方は以下の通りです。動画、音教材、その他のサポート教材はオンライン上で提供します。

4巻から成る教科書の各幕(Act)はいくつかのシーン(場、Scene)を提供しています。

教科書のシーン(場)の内容と使い方

要素	学習者がすること
シーンのタイトル	英語のタイトルを読んでから日本語を見て、どのようなシーンかを考える。
セッティング(Setting)	読んで、場の状況(時間、場所、登場人物の立場、傍観者)を理解し、自分がその状況にいたらどのような行動をとるか、考えてみる。
セリフ(Script)、登場人物の行動	- 教科書を見ずに音声ファイルの声を聞いて登場人物の行動を視覚想定化してみる。 - 付録の動画がある場合はそれを観て、1で想定した場面や状況を調整する。 - セリフの英語版を読んで、1、2で想定した登場人物の行動を振り返る。知っている日本語で言える部分、新たに学習する必要のある部分を頭の中で分けてみる。 - 日本語(あればローマ字)のセリフを見ながら、オーディオを聞き、3で行った仕分けを頭の中でチェックする。日本語のセリフや単語を書き取ることはしない。ローマ字は第1～第4幕のみに提示されている。 - 音教材を使って、パフォーマンスの準備をする。 - リピート(B-up) 音声ファイルを用いて、各文の最後の部分から始め、徐々に前にある要素を付け足しながら滑らかに言えるまで練習する。 - Role play 音声ファイルを用いて、登場人物のそれぞれのセリフを相手との掛け合いの形で練習する。セリフは行動の一部と考え、顔の表情やボディランゲージ、間合いなども考慮する。 - 状況に合わせてパフォーマンスをする。(教室ではそのリハーサルを行う)

テキスト(読み書きセクションのText)	1. 全体のレイアウトを見て内容の予測をする。 2. 音声ファイルがあればそれを聞きながら文字を追ひ、1の予測を修正する。よく理解した部分と、新たに学習すべき部分を頭の中で整理する。 3. テキストの英語を読み、全体の理解を確認する。 4. 声を出して読むタイプのテキストの場合は音読してみる。 5. このテキストを読んだあとで、どのような行動をするか考えてみる。
単語と表現 (話す・聞くセクションの Vocabulary and expressions)	1. リストを見て、それぞれの単語・表現がシーンの中でどのように使われているか、あるいはどのように使えるかを考える。 2. 音声ファイル (Vocab) を聞いて意味を確かめながらリピート練習をする。 3. 追加単語をシーンに応用して新たなパフォーマンスを試みる。
文字と例(読み書きセクションのSymbols and examples)新出文字を用いた例文は既習の語彙表現のみを使っている。例外的に新たな語彙表現が導入される場合は+印で、参考として未習事項を紹介する場合は#印、紹介された語彙で未習漢字を含む語彙は¥印で表示している。	1. 紹介された文字を見る。文字全体の構成やそれぞれの画の形態に注意を払う。文字をトレースしてもよい。 2. 音声ファイルを聴きながら例文を目で追う。 3. 例文の英語を読んで意味を確認する。 4. 例文を見て知っている言葉を口に出してみる。単語や文単位で見られるようにし、例文から文字だけを単独で取り出さないようにする。それぞれの例文が使われる状況を想定してみる。 5. 例文を声に出して読む。普通に話す程度の速さで読めることを目指す。
拡張(話す・聞くのExpansion) 個々の専門や生活に特化した語彙表現を基本の語彙表現に加える。	*すべてのシーンにあるわけではない。 スクリプトに沿ったパフォーマンスができるようになったら、提示されたストラテジーを使い、周りの日本語話者との交流を通して、個別に必要な語彙表現を増やす。
舞台裏(話す・聞くセクションのBehind the Scenes, BTS) 文法、文化事項や談話のストラテジーの説明	4. BTSのタイトルを読んで、シーンのどの部分がそのBTSに該当するかを考える。 5. BTSの説明を読む。シーンの構成や話者のストラテジーを学んで、より広い語用の可能性を模索する。 6. BTSにある例文を読み、口に出してみ、どのような場面で使えるかを考える。

解説(読み書きセクションの Between the lines, BTL)書き言葉独特の表現やストラテジーについての解説	注意して読む。紹介されている文字の使い方や書き言葉のストラテジーを学ぶ。
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教科書と対応したアクティビティブックには、練習と評価のセクションがあり、練習によっては答えを記入するスペースがあります。

アクティビティブックの内容

練習(Practice)授業のリハーサルに備える活動。新出事項に焦点を当てつつ、既習事項も新しい状況で使うことによって復習を兼ねながらパフォーマンス力を高める。	ほとんどの話す・聞くのセクションの練習と、一定の読み書き練習は、音声ファイルを使用しながら行う。淀みなく意図を理解したり、表現したりすることを目指す。 練習は、常にパフォーマンスのシーンを意識しながら行う。置かれている場面や状況、登場人物の立場や表現、そして表現の裏にある意図などの要素を、より具体的にイメージする。
- 理解練習 (Comprehension practice) - 実演練習 (Performance practice)	提示された状況を読んで理解した上で音声ファイルを聞き、答えを記入する。 提示された状況を読んで理解した上で、音声ファイルの会話の例にしたがって会話の一方の発話をする。その後、音声ファイルにあるモデルを聴いて、必要に応じて会話をやり直す。意図が同じでも、実際の発話には複数の可能性があることが多い。音声ファイルに示すものは、これまで学習したことを有効に使えるサンプルである。
腕試し (Tryout) 習得できたパフォーマンスを教室の外で使ってみる。	*すべてのシーンにあるわけではない。 指示にしたがって、習得したパフォーマンスのスキルを教室外の適当な場面で使ってみる。出来不出来の評価は学習者を含む当事者に委ねられる。 腕試しの成果を担当の教師に報告する。
読み練習 (Reading practice)	1. 音声ファイルを聴きながらテキストを目で追う。どのようなシーンで見えるものか、考える。 2. 音声ファイルを聞かずに黙読する。どのような意図が表現されているのか考える。 3. 音読してみる。内容をよく理解しながら、普通に話す程度の速さで読めることを目指す。
文字練習 (Symbol practice)	授業で書き練習を行う前にしておく。 表示された手順に従って文字を書く練習をする。

書き練習 (Writing practice)	授業で書き練習を行う前にしておく。 手書き、または電子端末を使い、日本語の表記を用いて作文をする。手書きの場合は、教師の指示に従って、アクティビティブックの付録にある練習シートや原稿用紙などを用いる。
評価 Assessment	
聞いてみよう (Listening Comprehension)	状況説明を読み、音声ファイルの会話を聴いて質問に答える。答えはアクティビティブックの付録にあるシートに記入する。
使ってみよう (Dry run)	状況説明を読み、学習したストラテジーを意識しながら提示された意図を表現してみる。音ファイルのサンプルを聞いて、自分の表現と比較する。一つの状況でも複数の対処法がある。音声ファイルにあるものは一つのサンプルに過ぎないので、教師は学生が考えたやり方を聞いて評価を付けたり、別の方法を提示したりする。
読んでみよう (Contextualized reading)	1. 状況説明を読んで、その状況でどのようなテキストを目にするか想起する。 2. 全体のレイアウトを見て、どこに、どのような種類の情報が表示されているか考える。 3. 問題を読み、テキストのどの部分に答えがあるか見当をつける。 4. テキストを読む。文字単位ではなく、単語、文単位の情報を読み取るようにする。 5. 答えをアクティビティブックの所定の箇所に記入する。
書いてみよう (Contextualized writing)	1. 状況説明を読んで、これから書くテキストの全体像を想定する。 2. 書き言葉で意図を表現するために、何が必要か、確認する。 3. 作文する。特定の文字が思い出せない場合は、文字の場所を空けておきながら、文章全体をまず仕上げる。その後、読み返しながら、空白部分に適当な文字を挿入する。
書き取り (Dictation)	1. 音声ファイルの声を聞いて内容をよく理解する。 2. 聞いて理解したことを頭の中で確認しながら、その内容を書き記す状況を考える。 3. 自分で理解し、言える内容を表記する。
知ってる? (What do you know?) BTS/BTL の理解度チェック	アクティビティブックの付録にある記入用紙に答えを記入する。

音声ファイルは全てオンラインでアクセスできます。シーンパフォーマンスの準備をしたり、練習をしたりする場合、ひそひそ声を使わず、はっきりした発声を心がけ、自然なペースで発話できるようにしてください。また、そのようなパフォーマンスをする状況になるべく具体的に考えて描いてみると良いでしょう。

動画ファイルもオンラインでアクセスできます。動画は、それぞれのシーンの文化的状況を具体的に把握するために使います。誰がどのような立場で行動しているのか、何故そのような行動をしているのか考え、音声ファイルを用いた練習の時に、そのイメージを思い浮かべてください。

プログラムサイト[Insert URL content from publisher]には順次新しい学習リソース、教師用リソースを掲載していきます。

主要な登場人物と場所的背景

私たちは同時に多くのグループに属し、それぞれのグループの中で異なる立場を維持しつつ、グループ間を絶えず移動しながら生活しています。学習者が日本語を使うグループは、最初はごく限られているかもしれませんが、その可能性は無限に広がっています。『日本語 NOW!』は学習者が遭遇するであろう複数のグループを想定し、そこで起こるシーンを提示しています。これらのシーンで起こり得る様々な状況に柔軟に対応し、そこで遭遇する日本語話者と円滑に交流していくことが、本シリーズを用いる日本語学習者の目標です。

提示される全てのシーンが、全ての学習者の生活に密着しているとは限りません。大学生にとって、ビジネスシーンは無関係のように思えるかもしれません。逆に、社会人にとっては、大学のシーンは過去のもつと感じられるかもしれません。しかし、これらのシーンでの行動を体験的に学ぶことは、学習者が複数のグループ間を自由に行き来できるようになることと密接に繋がっています。日本人の役を含め、一見、個々の学習者の「今の自分」とはかけ離れた役どころでも、シーンに登場する全ての役を演じる練習が、日本語能力を深めます。最初の12幕のシーンでは、全ての役を淀みなく演じられるよう練習してください。後半12幕は、ナレーションを含みます。ナレーションでは、シーンのセリフそのままではなく、ナレーションサンプルの構成とストラテジーを使って、起こったことを他の人に話す練習をします。

特定の人々や特定の場所で起こることをサガと言います。『日本語 NOW!』で扱うサガは、以下の図にまとめられます。



サーシャ・モリス (25)

大垣商会東京支社のインターン。ミズーリ出身。オレゴン州クリントン大学卒業。日本人の友人の恵理とアパート同居。



神田健太 (32)

大垣商会の会社員。インターンのサポート役。



八木礼子部長 (53)

大垣商会の部長。長男と双子の次男と長女の母親。



山田恵理 (26)

サーシャのルームメート。福沢大学人間科学部の大学院生。日本語のプログラムで坂本先生のアシスタントを務める。京都出身。



ブライアン・ワン (20)

クリントン大学の学生。福沢大学に留学中。埼玉県在住の白井家でホームステイ中。



白井一郎 (16)

ブライアンのホームステイ先の息子。高校生。ブライアンとともに地元の合気道クラブに通う。



坂本優子先生 (47)

福沢大学日本語の教授。ブライアンの日本語の教師。恵理の指導教官。



川村博 (21)

福沢大学3年生。ボランティアでブライアンのランゲッジパートナー。大学の水泳部部員。



鈴木彩乃 (27)

ブライアンと一郎の通う合気道クラブで黒帯を取得。近辺にある高校の生物学教師。



エイミー・ジョンソン (20)

クリントン大学の大学生。日本語とビジネスを専攻。日本語クラブのメンバー。キャンパスでバイト中。



松浦孝 (21)

福沢大学の学生。留学中のクリントン大学（オレゴン州）で日本語クラブのメンバー。

NOW!にはゴー君、ニャウちゃんというマスコットキャラクターが登場します。



じょまく
序幕 *Jomaku*
Introduction



Instructional expressions part 1

Listen to the audio files and practice responding to these instructions with an appropriate action. You need not learn to say these expressions yourself, but need to react promptly when you hear your instructor say them.

はい。	Ha'i.	Okay.
はじめましょう。	Ha'jimemasho'o.	Let's begin.
聞いてください。	Ki'ite kudasa'i.	Please listen.
言ってください。	I'tte kudasa'i.	Please say it.
教えてください。	Ko'ta'ete ku'dasa'i.	Please answer.
もう一回言ってください。	Mo'o ik-kai itte kudasa'i.	Please say it again.
みんなで言ってください。	Mi'n'na' de i'tte kudasa'i.	Please say it all together.
一人ずつ言ってください。	Hi'tori-zu'tsu i'tte kudasa'i.	Please say it one at a time.
もっと大きな声で話してください。	Mo'tto 'o'oki na 'ko'e de ha'na' shite ku'dasa'i.	Please talk louder.
本を見ないでください。	Ho'n o 'mi'nai de ku'dasa'i.	Please don't look at the book.
携帯を見ないでください。	Ke'itai o mi'nai de ku'dasa'i.	Please don't look at your phone.
書いてください。	Ka'ite ku'dasa'i.	Please write it.
終わります。	O'warima'su.	That's all for today (used at the end of a class).



Basic greetings

Work with the audio files until you are able to use these phrases intentionally and you are comfortable responding to others appropriately when you hear them use the phrases.

おはようございます。	<i>O'hayoo gozaima'su.</i>	Good morning (formal).
こんにちは。	<i>Ko'n'nichi wa.</i>	Hello.
こんばんは。	<i>Ko'nban wa.</i>	Good evening.
ありがとうございました。	<i>A'ri'gatoo go'zaima'shita.</i>	Thank you (for what you have done).

Basic greetings

- a *Ohayoo gozaimasu* is the first greeting of the day. If you know the person well, *ohayoo* is fine. You should always greet your teacher or other superiors with the full form, *ohayoo gozaimasu*, because it is more polite. It is also expected that lower-ranking people initiate the greeting (speak first) to their superiors.
- b *Konnichi wa* is used at other times of the day, before evening. But *konnichi wa* is not used between family members or friends. (See *otsukaresama* in Act 1 Scene 11.)
- c *Konban wa* is the standard greeting when you meet people in the evening.
- d *Arigatoo gozaimashita* is used to thank someone for what they have done. This is an appropriate thing to say to your instructor after class, before leaving the classroom.

お辞儀 *Ojigi* Bowing

All languages have gestures and body language that are peculiar to the culture. Japanese are well known for bowing—when they are introduced, when they say goodbye, and when they leave a room or office. Depending on the gravity of the situation, the bow might be a quick nod of the head (acknowledging a colleague in the hall) or a formal bow (when meeting a superior for the first time; when accepting a diploma). It is important to remember that your eyes should look down, not at the person you are addressing.



拡張 Kakuchoo Expansion

- 1 Observe someone bowing, either as they interact with you or with someone else. Pay attention to how deeply they bow, how many times they bow, the social situation (i.e., the type of relationship that the people who are bowing have with each other), and the immediate situation (i.e., why they are interacting with each other; for example, thanking, apologizing, greeting, etc.).
- 2 Ask someone how deeply they would bow in various situations, such as (a) greeting a friend, a teacher, or a boss; (b) being introduced to someone else; (c) thanking someone for something small (e.g., picking up something for you that you dropped) or something big (e.g., staying at someone's home for several days).

Japanese sounds and romanization

This book will present Japanese in two formats—romanization (*roomaji*) (the use of the Roman alphabet to represent Japanese sounds) and Japanese script. The Japanese writing system is extremely complex, and it can be helpful for beginning students to use romanization as a reminder of what Japanese sounds like when first learning how to speak. You will see Japanese represented in romanization for the first four Acts. At that point, you will have learned *hiragana*, and that will allow you to move to reading only in Japanese.

The romanization used here is a variation of one called Hepburn with slight modifications.

a. The mora

The mora (mora-like unit) is the basic unit of pronunciation in Japanese. The writing system is based on it, and Japanese literature, especially poetry, has mora count at its very core. All Japanese words are made up of morae that consist of:

a vowel (5 vowels in all: *a, i, u, e, o* in the left-most column in the chart below);

or

a consonant plus a vowel (62 possible combinations in the top five rows and middle columns below);

or

a consonant plus a /y/ plus a vowel (33 possible combinations in the last three rows below) (note that /s/ plus /y/ is pronounced /sh/, /z/ plus /y/ is pronounced /j/, and /t/ plus /y/ is pronounced /ch/);

or

morai *n* (in the last column on the right below). This /n/ is the only consonant that constitutes a mora all by itself in Japanese. It also assimilates to whatever follows, so before /m/ or /b/ it is pronounced /m/ (*shinbun* ‘newspaper’ is pronounced

shimbun), before /t/ or /d/ it is pronounced /n/ (*hontoo* ‘true’ is pronounced *hontoo*), and before /k/ or /g/ it is pronounced /ng/ (*ginkoo* ‘bank’ is pronounced *gingkoo*). At the end of an utterance or before a vowel, it is pronounced with the tongue raised at the back of the mouth without making contact.

The morae of Japanese

<i>a</i>	<i>ka</i>	<i>ga</i> ¹	<i>sa</i>	<i>za</i>	<i>ta</i>	<i>da</i>	<i>na</i>	<i>ha</i>	<i>pa</i>	<i>ba</i>	<i>ma</i>	<i>ya</i>	<i>ra</i>	<i>wa</i>
<i>i</i>	<i>ki</i>	<i>gi</i>	<i>shi</i>	<i>ji</i>	<i>chi</i>		<i>ni</i>	<i>hi</i>	<i>pi</i>	<i>bi</i>	<i>mi</i>		<i>ri</i>	
<i>u</i>	<i>ku</i>	<i>gu</i>	<i>su</i>	<i>zu</i>	<i>tsu</i>		<i>nu</i>	<i>fu</i>	<i>pu</i>	<i>bu</i>	<i>mu</i>	<i>yu</i>	<i>ru</i>	
<i>e</i>	<i>ke</i>	<i>ge</i>	<i>se</i>	<i>ze</i>	<i>te</i>	<i>de</i>	<i>ne</i>	<i>he</i>	<i>pe</i>	<i>be</i>	<i>me</i>		<i>re</i>	
<i>o</i>	<i>ko</i>	<i>go</i>	<i>so</i>	<i>zo</i>	<i>to</i>	<i>do</i>	<i>no</i>	<i>ho</i>	<i>po</i>	<i>bo</i>	<i>mo</i>	<i>yo</i>	<i>ro</i>	<i>n</i>
	<i>kya</i>	<i>gya</i>	<i>sha</i>	<i>ja</i>	<i>cha</i>		<i>nya</i>	<i>hya</i>	<i>pya</i>	<i>bya</i>	<i>mya</i>		<i>rya</i>	
	<i>kyu</i>	<i>gyu</i>	<i>shu</i>	<i>ju</i>	<i>chu</i>		<i>nyu</i>	<i>hyu</i>	<i>pyu</i>	<i>byu</i>	<i>myu</i>		<i>ryu</i>	
	<i>kyo</i>	<i>gyo</i>	<i>sho</i>	<i>jo</i>	<i>cho</i>		<i>nyo</i>	<i>hyo</i>	<i>pyo</i>	<i>byo</i>	<i>myo</i>		<i>ryo</i>	

The vowels are pronounced as follows:

a as in /father/

i as in /peak/

u as in /food/

e as in /egg/

o as in /tote/

In the column headed by *sa* note that *sh* (*shi*, *sha*, *shu*, *sho*) is pronounced with your tongue somewhere between your teeth and your alveolar ridge—not as far back as English /she/ and not as far forward as English /see/.

In the column headed by *ta*, note that *ch* (*chi*, *cha*, *chu*, *cho*) is similar. Try saying “cheese” with your tongue further forward and smiling.

Note that the Japanese /r/ is a flap of the tongue against the roof of your mouth, and that there is no /l/ or /v/ distinction in Japanese. So English *right* and *light* sound the same when borrowed into Japanese: *raito*. Similarly, *love* and *rub* collapse into *rabu*.

Finally, Japanese *fu* is pronounced by blowing air softly between rounded lips, not at all like English *fu* which finds your top teeth against your lower lip.

b. Long vowels and long consonants

Unlike English, Japanese has long—in terms of duration—vowels and consonants. (This should not be confused with long and short vowels in English). One-mora *chi* (血) ‘blood’ is not the same as two-mora *chii* (地位) ‘rank.’ *Obasan* (おばさん) ‘aunt’ should not be confused with *obaasan* (おばあさん) ‘grandmother.’ In the first member of each pair (*chi*

and *obasan*) the vowel is short and clipped; in the second member of each pair (*chii* and *obaasan*) the vowel is longer in duration.



Here are some other word pairs that differ only in the length of the vowel:

2 morae

shujin (主人) ‘husband’

hire (鰭) ‘fin’

riko (利己) ‘self-interest’

3 morae

shuujin (囚人) ‘prisoner’

hirei (非礼) ‘impoliteness’

rikoo (理工) ‘science and technology’

Similarly, consonants can be long in Japanese. *Oto* ‘sound’ is two morae or two beats while *otto* ‘husband’ is three morae since the /t/ is held for an additional beat.



Here are some other word pairs that differ only in the length of the consonant:

2 morae

hato ‘dove’

kona ‘flour’

3 morae

hatto ‘hat’ (borrowed from English)

konna ‘this kind of’

c. Pitch accent

As you listen to Japanese, you will notice that words are not distinguished by accent the way they are in English. English has what is called ‘stress accent.’ The difference between all of the following pairs

CONtent (noun)

INsult (noun)

DIScharge (noun)

TRUSTy (adjective)

conTENT (adjective)

inSULT (verb)

disCHARGE (verb)

trusTEE (noun)

is one of loudness. The first words in the pairs have their stress on the first mora. The second words in the pairs have their stress on the second mora. Stress accent is important at both the word level and the sentence level in English. Japanese on the other hand has “pitch accent” rather than stress accent. The pitch can change from mora to mora, and this distinguishes words. The word ^{me}_a whose second mora is pronounced with higher pitch means ‘candy’; ^a_{me} with the first mora pitched higher means ‘rain.’ Here are more examples of word pairs in Japanese that differ only in pitch accent.

^{me}_{ka} ‘jug’

^{shi}_{ha} ‘bridge’

^{ta}_{ka} ‘form’

^{ka}_{me} ‘turtle’

^{ha}_{shi} ‘chopsticks’

^{ka}_{ta} ‘shoulder’

In this material, when we show pitch, the following convention will be used: a horizontal line above the text indicates that the next pitch rises until you see a vertical tail ¹ to indicate that the next pitch falls. (This is similar to the way that Japanese accent dictionaries indicate accent for speakers of Japanese.) The words above will be represented in the following way using these marks:

ka¹me 瓶(か¹め)

ka¹me 亀(か¹め)

ha¹shi 橋(は¹し)

ha¹shi 箸(は¹し)

ka¹ta 形(か¹た)

ka¹ta 肩(か¹た)

All Scenes in Act 1 through 4 will include the pitch profile. Here are some examples from Scene 1:

Bu¹ra¹ian desu. This means that the pitch of /ra/ is higher than all of the other morae in this phrase.

Yo¹roshiku onegai-shima¹su. This means that the pitch rises on the second mora /ro/ and falls on the last mora /su/. You may not hear the fall in pitch, because the /u/ of /su/ is usually voiceless, but it will be audible in other contexts.

Pay attention, too, to how pitch accent interacts with sentence intonation. In English, question intonation often rises across the sentence. When you say, “Do you understand?” the intonation rises consistently. In Japanese, the same question, *Wa¹karima¹su ka?* has pitch accent along with rising question intonation at the end on *ka*:

karima a
wa su k

It is also possible that pitch may rise and never come down in Japanese. Intonation for the greeting *konnichi wa* does not fall, which never happens in English:

nnichi wa
ko

Finally, you should be aware that pitch accent differs from dialect to dialect, and sometimes generation to generation. What you see here is a standard Tokyo pitch profile, but you should not be surprised to hear differences among speakers.

Now go to the Activity Book for ^{れんしゅう}練習 *Renshuu* Practice and ^{うでだめ}腕試し *Udedameshi* Tryout.

Note

- 1 Sometimes the /g/ sound of Japanese is a hard sound, as in *give*. Sometimes it is a softer sound like the /ng/ in *singer*. This is a matter of dialect. The soft /g/ never starts a word.



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だい いち まく
第 1 幕
Act 1

よろしくお^{ねが}願ひします。

Yoroshiku onegai shimasu.

Nice to meet you.

ことわざ *Kotowaza* Words of wisdom¹

いち ご いち え
一期一会 *Ichigo-ichie*

‘Once in a lifetime’ or ‘*carpe diem*’ (seize the day).





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◆ はな き 話す・聞く *Hanasu/kiku* Speaking and listening

1-1

よろしくお願ひします。

Scene 1-1 はい。 *Hai.* Present (i.e., I'm here.)

Brian is at an orientation meeting and the group's Japanese teacher, Professor Sakamoto, is taking attendance.



The script

さかもとせんせい
坂本先生

ぶらいあん
ブライアン

ぶらいあん わん
ブライアン・ワンさん。

はい。

Sakamoto-sensei

Buraian

Bu^rai^an Waⁿ-san.

Haⁱ.

Professor Sakamoto

Brian

Brian Wang.

Present.



たん び ひょうげん

単語と表現 *Tango to hyoogen* Vocabulary and expressions

Names

ぶらいあん わん
ブライアン・ワン

Buraian-Wan

Brian Wang

もりす
モリス

Morisu

Morris

さあしや
サーシャ

Saasha

Sasha

かんだ
神田

Kanda

Kanda [family name]

しらい
白井

Shirai

Shirai [family name]

さかもと
坂本

Sakamoto

Sakamoto [family name]

Titles

NAME ~さん	NAME- <i>san</i>	Mr. or Ms. NAME
NAME ~先生 ^{せんせい}	NAME- <i>sensei</i>	Prof./Dr. NAME

Special expressions

はい <i>hai</i>	present (in roll call); here you are (handing something over); got it (accepting something)
ええ <i>ee</i>	yes (suggesting agreement or indicating understanding; less formal than <i>hai</i>)

Behind the Scenes

Behind the Scenes (BTS's) give you information that will help you make sense of individual expressions. BTS's contain notes about when, where, and how to use the language in a culturally appropriate way.

BTS 1 はい *Hai*

Hai has a number of uses including 'that's right,' 'here you are' (handing something over), 'got it' (accepting something that is handed to you or acknowledging a request), or, as is the case in this exchange, 'present' or 'here' in roll call. When someone calls your name in Japanese, it is customary to respond with a crisp *hai* to show your respect (especially to superiors). A less formal way of indicating agreement or understanding is *ee*. Either is appropriate in speaking to higher-ups.



BTS 2 Titles ~さん -*san* and ~先生^{せんせい} -*sensei*: うち *uchi* and そと *soto*

-*san* is a title that attaches to names in Japanese, and is roughly equivalent to Ms., Mrs., or Mr. Because English titles sound much more formal than -*san*, this book will use -*san* in translations from the Japanese. -*san* can be used with both given and family names, so Shirai Reiko might be called 'Shirai-*san*' at work and 'Reiko-*san*' by her acquaintances in the neighborhood. The convention for names in Japan is surname plus given name, so Shirai is a surname and Reiko a given name.

The title -*san* is never added to your own name or the names of people in your in-group when speaking to outsiders. Japanese people recognize a clear distinction between people who are in-group (*uchi*) and people who are out-group (*soto*), and this is reflected

everywhere in the language. In-group might be my company (in contrast to people from other companies), my family (in contrast to other's families), or just myself (in contrast to others in the situation). The boundaries of *uchi* and *soto* change from situation to situation, depending on who else is present. You will be hearing more about this crucial distinction in future Acts.

Dropping titles from other people's names is called *yobisute* (呼び捨て) in Japanese, and happens only within *uchi* (between close friends and family) or from supervisor to subordinate (especially when the supervisor wants to call attention to the relationship, such as when giving direct orders or reprimanding).

-sensei is a title of respect for anyone in a teaching or leadership role. It can also be used alone (without a name) to address or refer to these people. Like *-san*, *-sensei* is not attached to your own name. In addressing people, titles associated with occupation are used regularly either alone or in combination with the individual's last name. You will be learning more of them in the coming Acts.

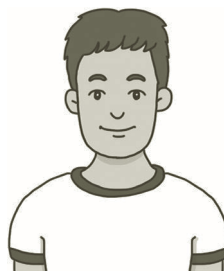
Now go to the Activity Book for 練習 *Renshuu* Practice and 腕試し *Udedameshi* Tryout.

Notes

- 1 This lesson and all others will start off with a *kotowaza*. *Kotowaza* are Japanese proverbs or short sayings that give insight into Japanese culture. They are used regularly in Japanese discourse. We have selected one *kotowaza* for each of the chapters to get us going. You should talk about these phrases in class and with your Japanese friends.

Scene 1-2 はい、どうぞ。 *Hai, doozo. Here you go.*

Professor Sakamoto hands out a packet of materials to the students.



The script

さかもとせんせい
坂本先生

ぶらいあん
ブライアン

はい、どうぞ。

ありがとうございます。

Sakamoto-sensei

Buraian

Ha'i, do'ozo.

A'i ri'gattoo gozaimasu.

Professor Sakamoto

Brian

Here you go (take it).

Thank you.



たんご ひょうげん

単語と表現 *Tango to hyoogen* Vocabulary and expressions

Special expressions

はい、どうぞ。	<i>hai, doozo</i>	Here you go (take it, do it).
どうぞ。	<i>doozo</i>	Go ahead.
ありがとうございます。	<i>arigatoo gozaimasu</i>	Thank you (for what you do/will do).
ありがとう。	<i>arigatoo</i>	Thank you. (informal)

BTS 3 More on はい *hai*

Here you see another use of *hai* to get the attention of another person, especially when there is an upcoming action that requires their awareness. You have heard this in the Instructional Expressions. Teachers often use this to signal that they are moving onto the next activity in class.

Doozo by itself is best translated as ‘go ahead.’ When you offer something to someone—something to eat, a seat, an invitation to go through a door first—it is common to use the word *doozo* ‘(please,) go ahead.’ See (*doozo*) *yoroshiku onegai-shimasu* below.

BTS 4 ありがとうございます。 *Arigatoo gozaimasu.* Thank you.

Arigatoo (gozaimasu) is used to thank someone for what they are doing or are going to do. *Arigatoo (gozaimashita)* is used to thank someone for what they did. *Gozaimasu/gozaimashita* makes *arigatoo* more polite, so you should always use the full form with your teacher or other superiors.

Now go to the Activity Book for 練習 *Renshuu* Practice and 腕試し *Udedameshi* Tryout.

Scene 1-3 ^{ねが}お願いします。 *Onegai-shimasu.* Please help me with this.

Professor Sakamoto is asking each student to sign a document.



The script

^{さかもとせんせい}
坂本先生

^{ぶらいあん}
ブライアン (and other students)

すみません。^{ねが}お願いします。

はい。

Sakamoto-sensei

Buraian (and other students)

Su¹mimase¹n. O¹negai-shima¹su.

Ha¹i.

Professor Sakamoto

Brian (and other students)

Excuse me. Please help me with this.

Got it.



^{たんご ひょうげん}
単語と表現

Tango to hyoogen Vocabulary and expressions

Special expressions

すみません・すいません

su(m)imasen

excuse me; I'm sorry; thank you

^{ねが}
お願いします

onegai-shimasu

please help me with this

Behind the Scenes

BTS 5 すみません・すいません。 *Su(m)imasen.* Excuse me.

Sumimasen (or its slightly more informal alternative *suimasen*) has a variety of functions. It is used in this Scene as an attention getter. If you are in a shop and don't see the proprietor or a salesperson around, you can call "*Sumimasen!*" and someone will come to help

you. It may also be used to offer a casual apology. It may be translated as ‘thank you’ when humbly accepting an offer, for example, or ‘I see’ when you acknowledge a reprimand without necessarily admitting guilt.

BTS 6 お^{ねが}願^いします。 *Onegai-shimasu.*
Please help me with this.

The phrase *onegai-shimasu* by itself is an all purpose request for assistance: ‘please help me with this’ or ‘please give me a hand here.’ In the next Scene you will see *onegai-shimasu* in combination with *yoroshiku* (*yoroshiku onegai-shimasu*) meaning ‘nice to meet you’ or literally ‘please treat me favorably’).

Now go to the Activity Book for 練習 ^{れんしゅう} *Renshuu* Practice and 腕^{うで}試^{だめ}し *Udedameshi* Tryout.

Scene 1-4 ^{ぶ ら い あ ん}ブライアンです。 *Buraian desu.* I'm Brian.

Brian Wang meets his host family for the first time. The host family knows his name in advance, so Brian introduces himself using his given name.

The script

^{ぶ ら い あ ん} ブライアン	^{し ら い かあ} 白井さん(お母さん)
^{ぶ ら い あ ん} ブライアンです。	^{し ら い} 白井です。どうぞよろしく。
よろしく ^{ねが} お願いします。	

<i>Buraian</i>	<i>Shirai-san (okaasan)</i>
<i>Bu^rraⁱan desu.</i>	<i>Shi^rrai de^su. Do¹ozo yoroshiku.</i>
<i>Yo^rroshiku onegai-shima¹su.</i>	

Brian	Mrs. Shirai (the mother)
I'm Brian.	I'm Shirai. Nice to meet you.
It's nice to meet you.	

^{たん ご ひょうげん}単語と表現 *Tango to hyoogen* Vocabulary and expressions

Special expressions

NAME です。	NAME <i>desu.</i>	I am NAME.
どうぞよろしく。	<i>Doozo yoroshiku.</i>	Nice to meet you.
よろしく ^{ねが} お願いします。	<i>Yoroshiku onegai-shimasu.</i>	Nice to meet you.
どうぞよろしく ^{ねが} お願いします。	<i>Doozo yoroshiku onegai-shimasu.</i>	Nice to meet you.

Use English to do this task. Ask a Japanese person to say your family name and given name(s) in Japanese and familiarize yourself with how they sound. Check to make sure that the way they are pronounced in Japanese does not coincide with any words or phrases in Japanese with inappropriate connotations.

Behind the Scenes

BTS 7 自己紹介 **Jikoshookai Self-introduction**

All cultures have ritual language—words and phrases that are virtually automatic in a given situation. Business people say ‘How do you do?’ when they meet. We say ‘thanks’ or ‘thank you’ when someone holds the door for us. Japan is well known for its emphasis on saying the right thing at the right time. Saying what’s expected puts your listeners in the right frame of mind for what follows. Ritual expressions make people feel comfortable; they reassure Japanese people that you understand how Japan works.

Here you learn the simplest form of self-introduction, [NAME *desu*] ‘I am NAME.’ In ordinary circumstances, Japanese introduce themselves using their family name (*Wan desu*), and sometimes, but not always, in combination with their given name (*Buraian Wan desu*). When you are meeting peers or higher-ups (at work, in university clubs), this will be the usual convention. In Scene 1, Brian uses his given name because he is introducing himself to his host mother in Japan, who already knows Brian’s family name.

You should do your best to “Japanize” the pronunciation of your name (adapt it to the Japanese sound system) because this is what Japanese do. It also makes it easier for Japanese listeners to understand. It is also a good idea to slow down when you say your name since your Japanese listeners are likely to be unfamiliar with English pronunciation.

BTS 8 名前 **Namae Names**

Remember that the convention for naming in Japan is family name first, given name second. Thus the members of the Tanaka family are Tanaka Ken (father), Tanaka Toshiko (mother), and Tanaka Naomi (daughter). What happens when foreigners go to Japan? How should they introduce themselves? What follows are guidelines for names. Don’t be surprised to find exceptions and alternative conventions. a. Western names are expected in Western order: Sasha Morris is *Saasha Morisu*. Again, watch for exceptions. b. Chinese and Korean names are expected to follow the same convention as they do in their native languages—which is the same as Japan. Thus Liu Jing (Chinese) and Pak Yonsuk (Korean)

consist of family name plus given name. c. The kanji that are used for Chinese names frequently have different pronunciations in China and Japan. The kanji for the surname Wang in China (王) is pronounced ‘*Oo*’ in Japanese. The name Zhang (張) in Chinese is pronounced ‘*Choo*’ in Japanese. Chinese speakers should select the option that they feel most comfortable with. If you are an American of Chinese heritage, you have a choice. You can use the Chinese pronunciation or the Japanese pronunciation for your name. Similarly, you can use the Western order (given name first, family name second) or the Japanese order.

BTS 9 (どうぞ) よろしく (お^{ねが}いします)。
(Doozo) yoroshiku (onegai-shimasu).

The phrase (*doozo*) *yoroshiku* (*onegai-shimasu*) literally means something like ‘(Treat me) favorably please.’ It can be used in any number of circumstances where the other person will have some control over your fate: when you ask a favor, when you are going to be tested, when you join a group activity, and at the start of a meeting. More specifically, (*doozo*) *yoroshiku* (*onegai-shimasu*) marks the official beginning of a relationship, which is why it is so common in introductions. The longer form (with *doozo* ‘by all means’ and *onegai-shimasu* ‘please’) is more formal. Note that Brain, who is younger, uses the full phrase to his host mother, but the host mother uses the shorter form.

Now go to the Activity Book for 練習^{れんしゅう} *Renshuu* Practice and 腕^{うで}試し^{だめ} *Udameshi* Tryout.

Scene 1-5 では。 *De wa.* Well, then.

The orientation program is over and Professor Sakamoto signals that it's all right to leave.



The script

さかもとせんせい 坂本先生	がくせい 学生
では。	ありがとうございました。失礼します ^{しつれい}
<i>Sakamoto-sensei</i>	<i>Gakusei</i>
<i>De¹ wa.</i>	<i>A¹ri¹gattoo go¹zaima¹shita. Shi¹tsu¹rei-shi¹ma¹su.</i>
Professor Sakamoto	Students
Well, then.	Thank you. Excuse me.

1-5 よろしくお願ひします。



単語と表現 *Tango to hyoogen* Vocabulary and expressions

Special expressions

では。	<i>De wa.</i>	Well, then.
失礼します。 ^{しつれい}	<i>Shitsurei-shimasu.</i>	Excuse me.

Behind the Scenes

BTS 10 Signaling a turning point: では *De wa* Well, then

In American English, “have a good day (weekend)” signals the end of a transaction. In a Japanese interaction, *de wa* or its informal equivalent *ja(a)* (see Scene 9) signals major transition points in an interaction. Visitors may say *de wa* as they rise from their seats to take their leave; a team leader may declare the end of a meeting with *de wa*, after which

team members are to disperse to begin their respective tasks, and it may be used to signal that a presenter is going to move on to another topic. In this Scene, Professor Sakamoto says *de wa* to signal the end of an orientation event.

BTS 11 ^{しつれい}失礼します。 ***Shitsurei-shimasu.*** Excuse me.

Shitsurei-shimasu is used when entering a room, excusing yourself from any sort of meeting, or when interrupting. Here Brian responds to Professor Sakamoto's signal of ending with an expression of thanks for the orientation that just took place and excuses himself.

Shitsurei-shimasu, borrowings such as *baibai* 'bye-bye' or the more casual *bai* 'bye,' and *de wa* 'well then' or its informal form *ja(a)* (see Scene 9 below) are used when leaving. You have almost surely heard the word *sayonara*. *Sayonara* is a formal phrase for a clear ending to an interaction. It is increasingly reserved for a farewell that is perceived to be final, suggesting death or irrevocable breaking of relationships, as in a divorce. While it may continue to be taught in kindergarten and in the lower grades of elementary school as a formal goodbye for the day, it is not used when you part with friends for the day or when you leave work at the end of the day.

Shitsurei-shimashita is used as you leave or any time you have done something that might be perceived as rude.

Now go to the Activity Book for ^{れんしゅう}練習 ***Renshuu*** Practice and ^{うでだめ}腕試し ***Udedameshi*** Tryout.

Scene 1-6 いただきます。 *Itadakimasu.* I humbly receive. (Ritual expression used before meals)

Brian joins the Shirai family for breakfast in the kitchen.



The script

かあ お母さん	ぶらいあん ブライアン
ぶらいあん ブライアンさん、おはよう。	おはようございます。
どうぞ。	あ、いただきます。
	ごちそうさま。

Okaasan	Buraian
Bu ¹ ra ¹ ian-san, o ¹ hayoo.	O ¹ hayoo gozaima ¹ su.
Do ¹ ozo.	A, i ¹ tadakima ¹ su.
	Go ¹ chisoosama.

Mother	Brian
Brian, good morning.	Good morning.
Go ahead.	Oh, thank you. (lit. 'I'll receive it' [humble].)
	Thank you. (lit. 'It was a feast.')



たん で ひょうげん

単語と表現 *Tango to hyoogen* Vocabulary and expressions

Special expressions

おはよう。	<i>Ohayoo.</i>	Good morning (informal).
いただきます。	<i>Itadakimasu.</i>	I humbly receive (eating ritual).

1-6

よろしくお聞いします。

ごちそうさま。	<i>Gochisoosama.</i>	Thank you. (lit. 'It was a feast.')
ごちそうさまでした。	<i>Gochisoosama deshita.</i>	Thank you. (lit. 'It was a feast.' (formal))

Behind the Scenes

BTS 12 Morning greetings

Notice that Mrs. Shirai, the host mother, says *ohayoo* to Brian, but Brian, still new to the family and much younger, says *ohayoo gozaimasu* back to her. Both of these mean 'good morning.' The difference is that you use the shorter form to in-group members (family, close friends) or lower ranking people, but the longer form to those you don't yet know well or to higher-ups. You should always use the longer form, for example, with your teacher, even though your teacher may use the short form in greeting you.

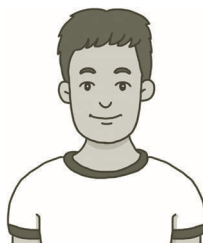
BTS 13 Eating rituals

Before you begin to eat or when you receive a gift in Japan, it is customary to say *itadakimasu*. This literally means 'I humbly receive' (with no religious connotation). Likewise, when you are finished eating, it is customary to say *gochisoosama (deshita)* 'it was a feast' to show your appreciation for the food. Even when they are eating alone, Japanese people can often be heard whispering *itadakimasu* to themselves, simply out of habit. It is appropriate to repeat *gochisoosama (deshita)* at the end of a dinner party where you were a guest, even if you have finished the meal some time earlier.

Now go to the Activity Book for れんしゅう 練習 *Renshuu* Practice and うでだめし 腕試し *Udedameshi* Tryout.

Scene 1-7 ^{ぼく いちろう} 僕、一郎。 *Boku, Ichiroo. I'm Ichiro.*

The Shirai family's teenage son, Ichiro, comes into the room to greet Brian.



The script

^{いちろう} 一郎	^{ぶらいあん} ブライアン
^{ぶらいあん} あ、ブライアン?	^{ぶらいあん} はい。ブライアンです。
^{ぼく いちろう} どうも! 僕、一郎。	^{いちろうくん} 一郎君? どうぞよろしく。

<i>Ichiroo</i>	<i>Buraian</i>
<i>A, Bu^ɾai^ᵒan?</i>	<i>Haⁱ, Bu^ɾai^ᵒan desu.</i>
<i>Do^ᵒomo! Bo^ᵒku, I^ᵒchiroo.</i>	<i>I^ᵒchiroo, kun? Do^ᵒozo yoroshiku.</i>

Ichiro	Brian
Oh, Brian?	Yes, I'm Brian.
Hello! I'm Ichiro.	Nice to meet you.



たん ご ひょうげん

単語と表現 Tango to hyoogen Vocabulary and expressions**Nouns**

ぼく 僕	<i>boku</i>	I (masculine)
わたし 私	<i>watashi</i>	I (gentle)
あなた	<i>anata</i>	you
いちろう 一郎	<i>Ichiroo</i>	[given name]

Special expressions

ぶらいあん ブライアン?	<i>Buraian?</i>	(Is it/Are you) Brian?
どうも。	<i>Doomo.</i>	Hello.
ぼく いちろう 僕、一郎。	<i>Boku, Ichiroo.</i>	I'm Ichiro. (casual)
いちろうくん 一郎君	<i>Ichiroo-kun</i>	Ichiro (addressing or referring to)

Behind the Scenes**BTS 14 Names and titles**

There is a good deal of variety in the names that you will encounter in Japan, as well as the kanji that are used to write them, which is why exchanging business cards is important. Variety is especially noticeable among given names. Here are some common given names for men and women (kanji are omitted because there is a wide range of possibilities):

Male names

Akira
Hiroshi
Kazuo
Takashi
Shoo
Daiki
Kenta
Masao
Makoto
Takeshi

Female names

Keiko
Ai
Kazuko
Miho
Kaoru
Manami
Miki
Masako
Shiori
Kana

Addressing and referring to people in Japanese can be much more complicated than it is in English. You have seen three titles that can be added to names, usually family names, in

Japanese: *-san*, *-kun*, and *-sensei*. More will come up in later Acts. Among friends, the use of the given name alone is common in college, but becomes less so at the workplace. Japanese people often use the given name without a title for foreigners, even at the workplace. In this Scene, Ichiro is younger than Brian, but calls Brian by his given name without any title. You should always append *-san* to the names of those who are older than you (even by as little as one year) or who are your superiors. Pay careful attention to how Japanese people use names and titles in groups that you join.

BTS 15 Words for self and others

Direct reference to people, including oneself, in Japanese is much more complex than it is in English. The noun *watashi* ‘I’ is introduced here, but it is only one of many forms that people can use in referring to themselves. Others include:

watakushi—more formal than *watashi*

atashi—an informal form used primarily by women

boku—a form used primarily by boys and men; it can also be used to refer to little boys (meaning “you”)

ore—a rougher form used by older boys and men

It is therefore a matter of sometimes delicate maneuvering to decide how to refer to yourself. It depends on your relationship with the other(s) in the context as well as the circumstances you find yourself in. In this Scene you also see a good example of the stylistic difference between the host, Ichiro, who is less formal (*Boku*, *Ichiroo*) and the visitor, Brian, who maintains formal style (*Buraian desu*).

Likewise there are a number of words for referring to “you,” the most common of which is *anata*. But this is not to say that the use of *anata* is common. This term should never be used with superiors, and overuse can indicate a romantic relationship. Keep in mind that a more common way to refer to the other person is [Name + *-san*] or [Name + -title] (mentioned in the preceding BTS).

BTS 16 どうも *Doomo* Hello

Doomo literally means ‘in every way.’ It precedes many phrases in Japanese to strengthen the impact: *Doomo arigatoo gozaimasu* ‘thank you very much,’ *Doomo shitsurei-shimashita* ‘Please excuse me,’ *Doomo sumimasen* ‘I’m very sorry’ or ‘Thank you very much.’ When it is used alone, it might mean any of these, or it may be a greeting (‘hello’). In this Scene, Ichiro says *doomo* before identifying himself.

Now go to the Activity Book for 練習 *Renshuu* Practice and 腕試し *Udedameshi* Tryout.

Scene 1-8 行ってきます。 *Itte kimasu.* See you later.

Brian is leaving for school.



The script

かあ お母さん	ぶらいあん ブライアン
行って(い)らっしゃい。	行ってきます。

Okaasan	Buraian
<i>I'tte (i)rasshai.</i>	<i>I'tte kima'su.</i>

Mother	Brian
See you later.	See you later.



単語と表現 *Tango to hyoogen* Vocabulary and expressions

Special expressions

行って(い)らっしゃい。	<i>Itte (i)rasshai.</i>	See you later. (lit. 'Go and come back.')
行ってきます。	<i>Itte kimasu.</i>	See you later. (lit. 'I'll go and come back.')

Behind the Scenes

BTS 17 Leaving

When you leave your home base (home, office, workplace) intending to return, it is customary to say *itte kimasu*. This literally means 'I'll go and come back,' but is probably closer to 'see you later' in English.

The person who stays behind acknowledges the other's departure by saying *itte (i)rass-hai*. This literally means 'go and come back,' but is probably closer to 'see you later' or 'have a good day' in English.

Now go to the Activity Book for 練習 ^{れんしゅう} *Renshuu* Practice and 腕試し ^{うでだめ} *Udedameshi* Tryout.

Scene 1-9 じゃあね。 *Jaa ne.* See you.

Ichiro, Brian's homestay brother, is also leaving for school.



The script

いちろう 一郎	ぶらいあん ブライアン
じゃあね。バイバイ。	じゃ、また。

Ichiroo	Buraian
<i>Ja¹a ne. Ba¹i bai.</i>	<i>Ja¹ ma¹ta.</i>

Ichiro	Brian
See you later. Bye-bye.	See you again.

たんご ひょうげん

単語と表現 *Tango to hyoogen* Vocabulary and expressions



Special expressions

じゃ(あ)ね。	<i>Ja(a) ne.</i>	See you later (informal).
じゃ(あ)。	<i>Ja(a).</i>	So (informal).
ばいばい。	<i>Baibai.</i>	Bye-bye (informal).
ばい。	<i>Bai.</i>	Bye (informal).
じゃまた。	<i>Ja mata.</i>	See you again (informal).
じゃまたね。	<i>Ja mata ne.</i>	See you again (informal).
また。	<i>Mata.</i>	(See you) again (informal as a parting expression).

Behind the Scenes

BTS 18 Parting for the day: じゃ (あ) ね・バイバイ・ じゃ (あ)、また *ja(a) ne, bai bai* and *ja(a), mata*

Ichiro's *jaa ne* and *baibai* are informal phrases used when people part and plan to meet again. Brian is also beginning to drop his formality, using the informal *ja(a) mata*. Be careful not to use these phrases to superiors such as your teacher.

Now go to the Activity Book for 練習 *Renshuu* Practice and 腕試し *Udedameshi* Tryout.

Scene 1-10 ^{しつれい}失礼します。 *Shitsurei-shimasu*. Excuse me.

Sasha arrives at the office to meet Kanda-san. Here you see another use of *doozo yoroshiku* at the onset of a project that people will be working on together.



The script

^{かん だ} 神田	^{さ あ し や} サーシャ
^{も り す} モリスさん？	あ、 ^{かん だ} 神田さんですか？ ^{さ あ し や も り す} サーシャ・モリスです。
こんにちは。 ^{かん だ} 神田です。	どうぞよろしくお ^{ねが} 願ひします。
こちらこそ [Pointing at a chair] どうぞ。	^{しつれい} 失礼します。 [Takes the seat]

Kanda	Saasha
<i>Mo¹risu-san?</i>	<i>A, Ka¹nda-san de¹su ka? Sa¹asha Mo¹risu desu.</i>
<i>Ko¹nnichi wa. Ka¹nda de¹su.</i>	<i>Do¹ozo yo¹roshiku onegai-shima¹su.</i>
<i>Ko¹chira ko¹so. [Pointing at a chair] Do¹ozo.</i>	<i>Shi¹tsu¹rei-shimasu. [Takes the seat]</i>

Kanda	Sasha
Morris-san?	Are you Kanda-san? I'm Sasha Morris.
Hello. I'm Kanda.	It's nice to meet you.
The pleasure is mine. [Pointing at a chair] Go ahead.	Excuse me. [Takes the seat]



^{たん ご ひょうげん}単語と表現 **Vocabulary and expressions**

Special expressions

あ、 ^{かん だ} 神田さんですか？	A, <i>Kanda-san desu ka?</i>	Oh, Are you Kanda-san?
こちらこそ	<i>kochira koso</i>	(the pleasure/fault/etc.) is mine

Behind the Scenes

BTS 19 Question intonation

Listen carefully, as always, to the audio files for all of the Scenes. In this Scene and in Scene 7, you hear people's names used as questions:

Scene 7: *Buraian?*

Scene 10: *Morisu-san?*

Scene 10: *Kanda-san desu ka?*

Note how question intonation interacts with pitch accent.

BTS 20 Repeating your name in a self-introduction

When you introduce yourself in Japanese, it is typical to repeat your name, even if the other person has mentioned it already. Learn how your name is pronounced in Japanese and enunciate clearly. This is helpful to your Japanese listeners who may not be familiar with English.

You should also watch for signals that people are not equal in status. Here, for example, Sasha defers slightly to Kanda—by using the formal *desu* (explained in Act 2) and by saying *doozo yoroshiku onegai-shimasu* (literally 'please treat me favorably'). This is because she (Sasha) is the newcomer and will be indebted to Kanda for help in adjusting to Japan. Kanda implicitly acknowledges this by omitting formal signals.

BTS 21 Responding to どうぞ *Doozo* (Please), go ahead

When you hear *doozo* '(please), go ahead,' accepting this offer depends on the context. If you are going to sit down or enter someone else's space (such as an office), *shitsurei-shimasu* 'excuse me' is appropriate. If you are accepting something such as food or drink, *itadakimasu* 'I receive (humble)' or *arigatoo gozaimasu* 'thank you' is appropriate. Observe that in this Scene, Sasha waits for Kanda's signal (*doozo*) and says *Shitsurei-shimasu* before taking a seat. You will soon learn how to request permission to do something that in your own culture you might take for granted.

Now go to the Activity Book for れんしゅう 練習 *Renshuu* Practice and うでだめ 腕試し *Udedameshi* Tryout.

Scene 1-11 ^{つか} ^{さま} お疲れ様です。 *Otsukaresama desu.* Hello.

On her way back from lunch, Sasha runs into Yagi-san, the division chief, in the corridor.



The script

さ あ し や サーシャ	や ぎ 八木
^{つか} ^{さま} お疲れ様です。	^{つか} ^{さま} お疲れ様。

<i>Sasha</i>	<i>Yagi</i>
<i>O^ttsukaresama de¹su.</i>	<i>O^ttsukaresama.</i>

Sasha	Yagi
Hello (lit. 'Good work.')	Hello.



^{たん ご ひょうげん} 単語と表現 *Tango to hyoogen* Vocabulary and expressions

Nouns

^{や ぎ} 八木	<i>Yagi</i>	[family name] (Ms. Yagi is Sasha's supervisor)
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Special expressions

つかさま お疲れ様です。	<i>Otsukaresama desu.</i>	Good work. Hello.
つかさま お疲れ様。	<i>Otsukaresama.</i>	Good work. Hello. (informal).

Behind the Scenes

BTS 22 お疲れ様 *Otsukaresama*

You frequently hear *otsukaresama (desu)* (literally, ‘you must be tired’) as a parting greeting when people leave their work or study places for the day. It is also a sign of appreciation when someone finishes a project or assignment. But you will also hear it as a generic greeting when meetings end, as people see each other in the hall, or as they get together after work to eat and drink. *Otsukaresama desu* is used to ensure that everyone feels recognized and part of the group (company, class, club).

Now go to the Activity Book for 練習 *Renshuu* Practice and 腕試し *Udedameshi* Tryout.

Scene 1-12 ^{つか} ^{さま} お疲れ様でした。 *Otsukaresama deshita.* Good work.

Sasha is done for the day and says goodbye to her co-workers.



The script

^{さ あ し や} サーシャ	^{かん だ} 神田
^{さ き し つ れ い} お先に失礼します。	^{つか} ^{さま} お疲れ様でした。
	^{や ぎ} 八木
	^{つか} ^{さま} お疲れ様。

<i>Saasha</i>	<i>Kanda</i>
<i>O^tsaki ni shitsu^rei-shi^tma¹su.</i>	<i>O^ttsukaresama de¹shita.</i>
	<i>Yagi</i>
	<i>O^ttsukaresama</i>

<i>Sasha</i>	<i>Kanda</i>
I'll be leaving.	Good work.
	<i>Yagi</i>
	Good work.

^{たん ぎ ひょうげん}

単語と表現 *Tango to hyoogen* Vocabulary and expressions



Special expressions

^{さ き し つ れ い} お先に失礼します。	<i>Osaki ni shitsurei-shimasu.</i>	I'll be leaving (ahead of you).
^{さ き} お先に。	<i>Osaki ni.</i>	(I'll be x-ing) ahead of you.
^{つか} ^{さま} お疲れ様でした。	<i>Otsukaresama deshita.</i>	Good work.

Behind the Scenes

BTS 23 Finishing up for the day

When you leave a place where others are still working, it is customary to acknowledge that you are going home ahead of them. *Osaki ni shitsurei shimasu* literally means ‘I excuse myself ahead of you.’ Those who stay behind acknowledge the hard work of those who are leaving with *otsukaresama (deshita)* ‘you worked hard.’ Note that this phrase is in the past because the work is over. *Osaki ni* is also more generally used to acknowledge that you are going ahead of someone—through a door, in line, for lunch, etc.

Now go to the Activity Book for ^{れんしゅう}練習 *Renshuu* Practice and ^{うでだめ}腕試し *Udedameshi* Tryout.

Scene 1-13 ただいま。 *Tadaima.* I'm home.

Sasha returns home and her roommate, Eri, is already there.



The script

さ あ し や サーシャ	え り 恵理
ただいま。	あ、お帰 ^{かえ} りなさい。お疲 ^{つか} れ様 ^{さま} 。

<i>Saasha</i>	<i>Eri</i>
<i>Ta^tdaima</i>	<i>A, o^tkaeri nasai. O^ttsukaresama.</i>

Sasha	Eri
I'm home.	Oh, welcome back. Good job (today).



単語と表現 *Tango to hyoogen* Vocabulary and expressions

Nouns

え り 恵理	<i>Eri</i>	[female given name] (Eri is Sasha's house mate.)
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Special expressions

ただいま。	<i>Tadaima.</i>	I'm home; I'm back.
お帰 ^{かえ} りなさい。	<i>Okaeri nasai.</i>	Welcome back.

Behind the Scenes

BTS 24 ただいま *Tadaima* and おかえりなさい *Okaeri nasai*

When you return home, it is customary to announce your arrival with *tadaima* ‘I’m home’ or ‘I’m back’ (literally ‘just now’). The people who are at home ahead of you, or who are waiting, greet you by saying *okaeri nasai* ‘welcome back’ (literally, ‘come back’).

Now go to the Activity Book for ^{れんしゅう}練習 *Renshuu* Practice and ^{うでだめ}腕試し *Udedameshi* Tryout.

Scene 1-14 おやすみなさい。 *Oyasumi nasai.* Good night.



Sasha is ready to go to bed.

さ あ し や サーシャ	え り 恵理
おやすみなさい。	おやすみなさい。

<i>Saasha</i>	<i>Eri</i>
<i>O^lyasumi nasai.</i>	<i>O^lyasumi nasai.</i>

Sasha	Eri
Good night.	Good night.



たん ご ひょうげん

単語と表現 *Tango to hyoogen* Vocabulary and expressions

Special expressions

おやすみなさい。 *Oyasumi nasai.* Good night.

BTS 25 おやすみなさい。 *Oyasumi nasai.* Good night.

Oyasumi nasai may be used when you go to bed at home or when you part from friends at the end of the evening. It is good homestay etiquette to say this to each family member before retiring into your room for the night.

Now go to the Activity Book for ^{れんしゅう}練習 *Renshuu* Practice and ^{うでだめ}腕試し *Udedameshi* Tryout.

Then do ^{ひょうか}評価 *Hyooka* Assessment activities.

◆ よみかき Yomi-kaki Reading and writing

Between the lines

Between the Lines (BTL's) give you information that will help you understand the Japanese writing system.

BTL 1 Japanese script

The contemporary writing system for Japanese has a long, complex, and often contentious history. Many readers will probably know that Japan began importing its writing system from China in the 4th century. Many changes happened as this script was adapted to an unrelated and very different language. Suffice it to say that modern Japanese is written using a combination of *kanji* (characters mostly borrowed from China) along with *hiragana* and *katakana* (two mutually independent syllabaries derived from the Chinese characters). Each kana symbol represents a mora, such as *a*, *ka*, *sa*, *ta*, *na*—in contrast to an alphabetic system where each symbol represents one sound. If we divide language into content words (nouns, verbs, adjectives) and function words (particles, inflectional endings, and the like), then in general the conventions for kanji, hiragana, and katakana are as follows:



- Kanji: used to represent content words or parts of content words.¹
- Hiragana: used to write function words or elements such as inflections, and/or words for which there is no accepted kanji. The question of whether a word is written in kanji or hiragana is purely a matter of convention and is decided by Japan's Ministry of Education, Culture, Sports, Science, and Technology (文部科学省 *もんぶかがくしょう* *Monbukagakushoo*).
- Katakana: used to represent borrowed words or in situations where the goal is to make the language stand out (onomatopoeia, brand names), much like italics in English.

The mixture of these three in written Japanese is called *kanji-kana-majiri-bun*. Here is an example of how it works:

ジョンソンさんは今日東京
に行きます。

Jonson-san wa kyoo
Tookyoo ni ikimasu.

Johnson-san will go to Tokyo
today.

The shaded content words—*kyoo* ‘today,’ *Tookyoo* ‘Tokyo,’ and the *i*-of *ikimasu* ‘go’—are written in kanji. The name ‘Johnson’ (underlined) is written in katakana because it is borrowed. All other elements—title *-san*, particles *wa*, *ni*, and the inflection *-kimasu*—are written in hiragana because they are function words or elements.

It is also very common to see two other kinds of script in Japanese texts. One is Arabic numerals and another is Roman letters (the Western alphabet). For example:

入り口 20m先
Mサイズ

iriguchi 20 m saki
M saizu

entrance 20 meters ahead
size: medium

Finally, Japanese are well known for their use of emoticons or *emoji*, including ones that are constructed from keyboard characters. The combination (^_^), for example, is used to indicate laughter, while (*_*) indicates surprise.

Now go to the Activity Book for ^{よ れんしゅう}読み練習 *Yomi-renshuu* Reading Practice.

BTL 2 Kanji readings

Since kanji were borrowed from China over time, they were very often borrowed more than once from different regions in China, which means they may have more than one pronunciation or “reading.” The character 明 (which means something like ‘bright’ or ‘light’), for example, was borrowed once with the pronunciation *mei* (as in *Meiji* of Meiji Era—the age of enlightenment), then with the pronunciation *myoo* (as in *myoonichi* ‘tomorrow’) and then again with the pronunciation *min* (‘the Ming Dynasty’). What’s more, kanji were assigned to Japanese words whose meanings are similar to the Chinese words that are represented. So the same character 明 is used to write the Japanese word *akaru* ‘bright.’ Most kanji have one or more Japanese readings in addition to their Chinese reading(s). The Japanese readings are called *kun-yomi* (訓読み) and the Chinese readings are called *on-yomi* (音読み).

^{たて が} ^{よこ が} BTL 3 縦書きと横書き *Tategaki* and *Yokogaki*

Traditionally, Japanese is written vertically from top to bottom, right to left. This is called *tategaki*. Here is an example:²

野菜ひとつからこんなにも豊かな料理。いろんな
 味で、野菜丸ごとヤサイクル。部位が違えば、味
 も違う。たとえば大根一本とっても、その味わい
 は本当に多彩です。実も皮も、根も葉も、丸ごと
 使い切る“ヤサイクル”で、野菜をもっと豊かに
 味わってみませんか。それは、ゴミを減らしてCO2
 を削減する、地球にもやさしいおいしさ。いろん
 なところを、いろんな味で食べるエコ。味の素
 KKは、いつでもお手伝いします。

More and more, Japanese people elect to write—either by hand or in word processing—from left to right horizontally. This is called *yokogaki* and the same text would look like this:

野菜ひとつからこんなにも豊かな料理。
 いろんな味で、野菜丸ごとヤサイクル。
 部位が違えば、味も違う。たとえば大
 根一本とっても、その味わいは本当に
 多彩です。実も皮も、根も葉も、丸ご
 と使い切る“ヤサイクル”で、野菜を
 もっと豊かに味わってみませんか。そ
 れは、ゴミを減らしてCO2を削減する、
 地球にもやさしいおいしさ。いろん
 なところを、いろんな味で食べるエコ。
 味の素KKは、いつでもお手伝いしま
 す。

You will be practicing both *tategaki* and *yokogaki* in this textbook.



BTL 4 ふりがな **Furigana**

Hiragana has another use, and that is to assist readers with the pronunciation of kanji. Since kanji are not “phonetic” and change pronunciation depending on context, it can be very difficult to remember how to pronounce all of the kanji. In cases where a writer or publisher wants to help readers know how to pronounce kanji, hiragana will be placed above (or in *tategaki* to the side of) the kanji to indicate their reading. This use of kana is called *furigana* (also sometimes *rubi*).

Examples

1. さか た 坂田	Sakata	[family name, place name]
2. さか だ 坂田	Sakada	[family name, place name]
3. す だ 須田	Suda	[family name]
4. さ が 佐賀	Saga	[family name, place name]
5. あかさ か 赤坂	Akasaka	[family name, place name]
6. て す と テスト	tesuto	test

In the speaking-listening sections, you will see furigana for much of the Japanese that you see. In the reading-writing sections, you will see furigana when you are not expected to know how to pronounce the Japanese.

There are several websites and other add-ons to web browsers that provide furigana to webpages. Ask your teacher or do a search for furigana providers to find the appropriate add-on(s) for your browser.

BTL 5 げんこうようし **Genkooyooshi**

Genkooyooshi refers to Japanese practice paper that is divided into individual small squares (200–400 per sheet) for writing characters. *Genkooyooshi* is used extensively in Japan, not just by novices learning to write for the first time. In the past, students at all levels turned in their writing assignments on vertically-aligned *genkooyooshi*. Word processing and printing have made this unnecessary in large part, but primary and secondary school students are still asked to turn in assignments written on *genkooyooshi*. *Genkooyooshi* templates in both vertical and horizontal format are available for word processing as well. When you use *genkooyooshi*, each symbol, including punctuation and Roman letters, is allotted one space. Each regular-sized symbol should be placed centrally in each cell. The positioning of punctuation marks and reduced-size symbols differs depending on whether you use vertical or horizontal *genkooyooshi*. When using a vertical format, these symbols should occupy the right half of the cell, usually the upper right area. For horizontal format,

the small symbols and punctuation marks occupy the bottom half of the cell, usually the bottom left area.

Notes

- 1 Content words (nouns, verbs, adjectives) are associated with creating an idea. They are the largest (almost limitless) class of words in a language. Function words (in English: prepositions, articles, and verb endings) are grammatical markers that show the relationships among other words in a sentence. They are a closed set.
- 2 Both the vertical and the horizontal texts are used with permission from the Ajinomoto Co. Ltd.

だい に まく
第 2 幕
Act 2

だいじょう ぶ
大丈夫です。

Daijoobu desu.

It'll be fine.

せん り みち いっ ぽ
千里の道も一歩から *Senri no michi mo ippo kara*
A journey of a thousand miles begins
with a single step.





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◆ はな 話す・聞く *Hanasu/kiku* Speaking and listening



Instructional expressions part 2

PERSON に^い言ってください。

PERSON *ni i^{tte} kudas^ai.*

Please say it to PERSON.

PERSON に^き聞いてください。

PERSON *ni ki^{ite} kudas^ai.*

Please ask PERSON.

PERSON に^{いちどき}もう一度聞いてください。

PERSON *ni mo^o ichi-do kiite kudas^ai.*

Please ask PERSON again.

PERSON に^{こた}答えてください。

PERSON *ni ko^tta^{ete} ku^fdasaⁱ.*

Please answer PERSON.

^{にほんご}日本語で^{はな}話しましょう。

Ni^hongo de hanashimasho^o.

Let's speak in Japanese.

^よ読んでください。

Yoⁿde ku^fdas^ai.

Please read it.

^み見てください。

Mi^{te} ku^fdasaⁱ.

Please look at it.

^{がんば}頑張りましょう。

Gaⁿbarimasho^o.

Let's do our best.

Practice responding to these prompts with the appropriate behavior.

Scene 2-1 わかりますか？ *Wakarimasu ka?* Do you understand?

Kanda-san has assigned a job to Sasha and checks if she is okay with it.



The script

かん だ 神田	さ あ し ゃ サーシャ
それ、わかりますか？	はい、 ^{だいじょうぶ} 大丈夫です。
すごいですね！	いえいえ。
じゃ、よろしく。	はい。 ^{がんば} 頑張ります。

<i>Kanda</i>	<i>Saasha</i>
<i>So're¹, wa¹karima¹su ka?</i>	<i>Ha'i, da¹ijo¹obu desu.</i>
<i>Su¹go¹i desu ne!</i>	<i>I'e¹ie.</i>
<i>Ja¹, yo¹roshiku.</i>	<i>Ha'i. Ga¹nbarima¹su.</i>

Kanda	Sasha
Do you understand that?	Yes, it's fine.
Amazing, isn't it!	No, no.
So then, thanks.	Yes, sure. I'll do my best.

Nouns

それ	<i>sore</i>	that (thing near you)
これ	<i>kore</i>	this (thing)
あれ	<i>are</i>	that (thing over there)
どれ	<i>dore</i>	which (thing)
だいじょうぶ 大丈夫	<i>daijobu</i>	fine, safe, all right
へい き 平気	<i>heiki</i>	calm, unconcerned, all right

Verbs

わかります(わからない)	<i>waka-imasu (wakar-anai)</i>	understand
できます(できない)	<i>deki-masu (deki-nai)</i>	can do, become complete
します(しない)	<i>shi-masu (shi-nai)</i>	do, play (a game or sport)
きます(こない)	<i>ki-masu (ko-nai)</i>	come
がんばります(がんばらない)	<i>ganbar-imasu (ganbar-anai)</i>	will do my best

Adjectives

すごい	<i>sugoi</i>	amazing
いい	<i>ii</i>	good
よろしい	<i>yoroshii</i>	good (polite)

Sentence particles (see BTS 3)

ね	<i>ne</i>	[sentence particle indicating agreement]
か?	<i>ka?</i>	[question particle]
ね?	<i>ne?</i>	[particle checking on whether the other person is following]

Special expressions

はい	<i>hai</i>	yes; here you are
ええ	<i>ee</i>	yes (casual)
いえいえ	<i>ieie</i>	no no
いえ	<i>ie</i>	no
いいえ	<i>iie</i>	no
よろしく	<i>yoroshiku</i>	thanks; please treat me favorably

Behind the Scenes

BTS 1 Core Sentences: Verb/Adjective/Noun *desu* (non-past, formal)

A major distinction in Japanese is between words that do not change form (such as Nouns and Particles) and those that do change form (or inflect). Japanese has three kinds of inflecting forms: Verbs, Adjectives, and [Noun *desu*]. These constitute the Core Sentences of Japanese.

Unlike English, there is no subject required in a Japanese Sentence—as long as you know who or what you are talking about. Therefore, a Core Sentence—a Verb, an Adjective, or a Noun *desu*—is a complete Sentence all by itself. Unless it is understood otherwise from the context that we are talking about someone or something else,¹ statements are about the speaker and questions are about the addressee.

a. Verb

A Verb is a word that has a number of forms, two of which are *-masu* and *-masen*. The *-masu* form is non-past affirmative and the *-masen* form is non-past negative. An alternative form of *-masen* is *-(a)nai desu*. The *-(a)nai desu* form is more common in spoken language (except for invitations) while the *-masen* form is more typical of written Japanese.

Notice that “non-past” includes both present and future in English. So *shimasu* may mean ‘I do it’ (as a rule or habitually) or it may mean ‘I will do it.’ (Note that it does not mean ‘I am doing it now.’) *Shinai desu* may mean ‘I don’t do it’ or ‘I won’t do it.’

します。	<i>Shimasu.</i>	I do/play (it).
しません・しないで。	<i>Shimasen. / Shinai desu.</i>	I don’t do/play (it).

b. Adjective

An Adjective is a word that has a number of endings, two of which are *-i* and *-ku* added to the Adjective stem. You see these endings in the non-past affirmative and non-past negative forms of Adjectives.

Non-past affirmative	すごいです。	<i>Sugoi desu</i>	It’s amazing.
Non-past negative	すごくないです。	<i>Sugoku nai desu</i>	It’s not amazing.
	すごくありません。	<i>Sugoku arimasen</i>	It’s not amazing.

Note that there are two alternatives for the non-past negative form. Either of these is acceptable, but native speakers usually say that the *arimasen* alternative sounds a bit more formal. Note also that the negative form of *ii desu* is *yoku nai desu/yoku arimasen*. So the *-ku* form of *ii* is *-yoku*.

c. Noun *desu*

The last type of Core Sentence will be called [Noun *desu*]. Nouns combine with *desu* to form Sentences.

だいじょうぶ
大丈夫です。

Daijoobu desu.

It's all right.

へいき
平気です。

Heiki desu.

I'm not concerned.

There are two alternatives for the negative of Noun *desu*:

にほんご
日本語じゃないです。

Nihongo ja nai desu.

It's not Japanese.

にほんご
日本語じゃありません。

Nihongo ja arimasen.

It's not Japanese.

Again, the *arimasen* alternative sounds a bit more formal.

The *-mas-* (*-masu*, *-masen*) and *desu* that you see in these Core Sentences tell you that these Sentences are in formal style. Formal style is used between people who don't know each other well, in relationships that are recognized culturally as being formal (doctor-patient, teacher-student, boss-subordinate), or in situations that are considered to require careful language—in other words when people feel social distance between themselves and the people they are talking to. You also saw formal and informal alternatives for greetings in Act 1.

BTS 2 これ、それ、あれ、どれ *Kore, sore, are, dore* This, that (near you), that (over there), which

Kore, *sore*, and *are* are representative of a pattern that you will see elsewhere in Japanese. Unlike English, which makes a two-way distinction between *this* (close to me or us) and *that* (away from me), Japanese makes a three-way distinction among:

これ	<i>kore</i>	this thing/these things (close to me or that I'm about to mention)
それ	<i>sore</i>	that thing/these things (close to you), that thing/ these things (you/we just mentioned)
あれ	<i>are</i>	that thing/these things (away from both of us), that thing/these things (we both know about)

The question word for this series is *dore* ‘which one?’ or ‘which thing?’ when you are asking about three or more items. In Act 2 you will learn how to ask ‘which one out of two?’ Note that the accent of *ko^lre*, *so^lre*, and *a^lre* is different from that of *do^lre*.

BTS 3 Sentence particles か *ka* and ね *ne*

Sentence Particles are short words that end a Sentence and affect the meaning of the Sentence. Two of these appear in this conversation.

With rising intonation, the Particle *ka* changes a statement to a question. Even though Japanese does not typically use question marks, for clarity this will be represented here with a question mark (?). You will not see this question mark in the Reading/Writing section.

来ますか？	<i>Kimasu ka?</i>	Are you coming?
しませんか？	<i>Shimasen ka?</i>	You don’t do it?

With falling intonation, the Particle *ne* tells listeners that you agree with them or that you assume they agree with you. This will be represented here with an exclamation point (!).

すごいですね！	<i>Sugoi desu ne!</i>	That’s amazing, isn’t it!
---------	-----------------------	---------------------------

With slightly rising intonation, *ne* is used to check whether the other person agrees or is following. This will be represented here with a question mark (?).

わかりますね？	<i>Wakarimasu ne?</i>	You understand, right?
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BTS 4 Noun + Sentence

Nouns can hook up to Sentences in a number of relationships, including subject, object, time, and place. Especially when initiating an interaction or bringing up a topic in conversation, the Noun is mentioned and a comment is made without specifying what the grammatical relationship (subject, object, time, etc.) is between the two.

これ、わかりますか？	<i>Kore, wakarimasu ka.</i>	Do you understand this?
ひろしさん、できないですね！	<i>Hiroshi-san, dekinai desu ne!</i>	Hiroshi can’t do it, can he!
鈴木先生、すごいですね！	<i>Suzuki-sensei, sugoi desu ne!</i>	Prof. Suzuki is amazing, isn’t she!
あしたできますか。	<i>Ashita dekimasu ka.</i>	Can you do it tomorrow?

これ、^{ねが}お願いします。
^{えき}駅、^い行きますか。

Kore, onegai-shimasu.
Eki, ikimasu ka.

Please give me this one.
 Are you going to the station?

BTS 5 Affirming and negating

As you have already seen, it is dangerous to translate *hai* simply as ‘yes.’ *Hai* has many uses, including ‘here you are,’ ‘present’ (when your name is called for attendance), as well as acknowledging what the other person has said (‘keep going’). In response to a question, *hai* means ‘what you said (or assumed) is right’ whether preceded by an affirmative or a negative.

Q: わかりますね?	<i>Wakarimasu ne?</i>	You understand, right?
A: はい、わかります。	<i>Hai, wakarimasu.</i>	Yes, I understand.
Q: ^こ 来ないですね?	<i>Konai desu ne?</i>	You won’t come, right?
A: はい、すみません。	<i>Hai, sumimasen.</i>	That’s right. I’m sorry.

In the latter example, English speakers are more likely to say, ‘No, I can’t. I’m sorry.’

Ee is slightly less formal than *hai*. It is only used in a response to questions, not in the sense of ‘here,’ ‘present,’ ‘here you are,’ ‘moving on,’ etc., that you saw for *hai*.

You can disagree with or negate what the other person says with *ie* and the longer (and more emphatic) form *iie*. You should be cautious about directly contradicting or disagreeing with superiors. But one situation in which denial is appropriate is when you are complimented. In this conversation, Sasha responds *ieie* to Kanda-san’s praise of her ability to understand so quickly. Humility is a virtue in Japan, and Japanese people tend to deny compliments.

Now go to the Activity Book for ^{れんしゅう}練習 *Renshuu* Practice and ^{うでだめ}腕試し *Udedameshi* Tryout.

Note

- 1 In the cases where identity, gender, and number are not specified, this book will arbitrarily assign these in examples. So *shimasu* may be translated as ‘she does,’ ‘he does,’ or ‘they do.’

Scene 2-2 ちょっと …… Chotto . . . It's a little . . .

Kanda-san approaches Sasha about a task she is yet to perform.



The script

かん だ 神田	さ あ し や サーシャ
でん わ 電話、しますか？	いま 今ですか？いえ、あのう、ええと、ちょっと ……。
あ、いいですよ！じゃあ、あとで。	すみません。

Kanda	Saasha
De ^ɾ nwa ^ɾ , shi ^ɾ ma ^ɾ su ka?	ɪ ^ɾ ma desu ka? I ^ɾ e ^ɾ , a ^ɾ noo ^ɾ , e ^ɾ eto, cho ^ɾ tto . . .
A, i ^ɾ i desu yo! Ja ^ɾ a, ^ɾ a ^ɾ to de.	Su ^ɾ mimase ^ɾ n.

Kanda	Sasha
Will you make the phone call?	Now? No, umm, uhh, it's just . . .
It's all right. So then, maybe later.	Sorry.

たん ご ひょうげん

単語と表現 Tango to hyoogen Vocabulary and expressions

Nouns

いま 今	ima	now
きょう・今日	kyoo	today
あした・明日	ashita	tomorrow
これから	kore kara	(from) now
でん わ 電話	denwa	telephone

けいたい けえたい
携帯・ケータイ
べんきょう
勉強
(お)しごと
(お)仕事
しゅくだい
宿題
てすと
テスト
れぽおと
レポート
きょうかしょ
教科書
みいていんぐ
ミーティング

<i>keitai</i>	cell phone, mobile phone
<i>benkyoo</i>	study
<i>(o)shigoto</i>	work, job
<i>shukudai</i>	homework
<i>tesuto</i>	test
<i>repooto</i>	report
<i>kyookasho</i>	textbook
<i>miitingu</i>	meeting

Verbs

いきます(行かない)	<i>ik-imasu (ik-anai)</i>	go
います(いない)	<i>i-masu (i-nai)</i>	be, exist (animate)
書きます(書かない)	<i>kak-imasu (kak-anai)</i>	write
始めます(始めない)	<i>hajime-masu (hajime-nai)</i>	begin (something)
終わります(終わらない)	<i>owar-imasu (owar-anai)</i>	end

Sentence particles

よ	<i>yo</i>	[sentence particle indicating certainty]
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Special expressions

あのう	<i>anoo</i>	umm (hesitation noise)
ええと	<i>eeto</i>	uhh (hesitation noise)
すみませんでした・すいませんでした。	<i>su(m)imasen deshita</i>	Sorry. Thank you (for what has happened).
ちょっと	<i>chotto</i>	a little
あとで	<i>ato de</i>	later

かくちょう

拡張 *Kakuchoo* Expansion

Are there any tasks or events that occur regularly in your workplace or school that are not mentioned here? What are they called in Japanese?

Behind the Scenes

BTS 6 Sentence particle よ yo

In this conversation, you see another Sentence Particle: *yo*. The Particle *yo* is assertive; it indicates certainty. It tells listeners that this is new information or that you don't believe they are thinking the same thing you are. The assertive-sounding *yo*, with falling intonation, can be rude when used to superiors, but in the right context it can be just the right thing to say. If your senior colleague says that he is worried about the report he'd produced, you could encourage him by saying *Ii desu yo*. 'It's just fine.'

BTS 7 "Echo" questions

You may notice in the conversations here and in your classroom practice that Japanese people keep the conversation going by asking a lot of clarifying questions that follow up on what the other person just said. Sometimes the question takes up (or echoes) what the other speaker just said.

A: でんわ 電話しますか?	<i>Denwa shimasu ka?</i>	Will you call?
B: でんわ 電話ですか? ええ、します。	<i>Denwa desu ka? Ee, shimasu.</i>	Call? Yes, I will.

At other times, the question is an attempt to clarify what was left out.

A: しますか?	<i>Shimasu ka?</i>	Are you going to do it?
B: これですか?	<i>Kore desu ka?</i>	You mean this?
A: いいですね?	<i>Ii desu ne?</i>	It's okay, isn't it?
B: これですか?	<i>Kore desu ka?</i>	You mean this?

Speakers might use an echo question when they actually don't understand what was just said. But they might also use it to show deference and concern for the other person—'I want to get this right.'—without expecting an answer. English speakers use these questions now and then, but they are far more common in Japanese. This may be because Japanese people are especially solicitous of others in a conversation. Echo questions are a sign that you are actively listening to what the other person is saying.

BTS 8 Buying time (hesitation noises)

All languages have hesitation noises. These are quasi-words that fill pauses, show deliberation, or buy time before you answer or make a commitment. Using the correct hesitation

noises can make a big difference between natural-sounding Japanese and awkward, foreign-sounding speech. Here you learn two hesitation words: *ano* and *eeto*. *Ano* (sometimes lengthened to *anoo*) is a hesitation noise used when you want to make sure you have the other person's attention because you are about to say something or when you want to soften the impact of what you are about to say because it could be interpreted as negative or unpleasant. *Eeto* is typically used to indicate that you are searching for or don't know what to say or to hold the floor while you are trying to come up with what it is that you want to say next.

BTS 9 ちょっと *Chotto* A little

The word *chotto* literally means 'a little.' *Chotto wakarimasu* means 'I understand a little.' *Chotto tabemasu* means 'I eat a little.' But you may hear *chotto* in a variety of other situations where 'a little' just doesn't make sense in English. Here are some examples.

a. To soften the impact of what you say

It is all right to say *onegai-shimasu* 'please (help me)' when asking someone for assistance. But by adding *chotto*, you can make the request sound softer and less demanding.

ちょっとお願いします。 *Chotto onegai-shimasu.* Would you (just) give me a hand here?

When you go to your professor's office, before going in you probably want to ask permission, you'd want to use the polite *yoroshii*, rather than *ii*, and adding *chotto* makes your intrusion less abrupt.

ちょっとよろしいですか？ *Chotto yoroshii desu ka.* Is it all right?

b. Refusing

Often *chotto* all by itself indicates hesitation or reluctance.

A: 今しますか？ *Ima shimasu ka.* Are you going to do it now?
B: ええと …… ちょっと。 *Eeto . . . Chotto.* Ummm . . . it's just.

This *chotto* should have downward intonation and be a bit drawn out, indicating that you are giving the matter consideration. In this sense it can also be used as a polite refusal.

c. Avoiding the unpleasant

Related to (b) above is the use of *chotto* (with slowed articulation and often a tilt of the head) to avoid saying something negative or unpleasant (criticism, disagreement, etc).

In this conversation Sasha doesn't want to tell Kanda-san directly that she hasn't made a phone call. You may also hear Japanese people say *chotto* under their breath when they see or hear something they don't approve of.

d. Getting someone's attention

When you call a waiter or a salesperson, it is appropriate to say *Chotto su(m)imasen*. This is often shortened to *Chotto*. Similarly, if you see someone drop something on the street or some other public place, you can get his or her attention by saying *Chotto (su[m]imasen)*.

Now go to the Activity Book for ^{れんしゅう}練習 *Renshuu* Practice and ^{うでだめ}腕試し *Udedameshi* Tryout.

Scene 2-3 おいしそうですね。 *Oishisoo desu ne.* It looks delicious.

After lunch, Kanda-san offers Sasha some sweets that he brought back for everyone at the office from a recent business trip.



The script

かん だ 神田	さ あ し や サーシャ
くっ き い す クッキー、お好きですか？	え？なん ですか？
くっ き い クッキーです。これ、よかったら食 べませんか？	わあ、おいしそうですね。
どうぞ。	いいですか〜？じゃあ、いただきます。…… おいしい！…… おいしいクッキーですねえ。
どうも。	ごちそうさまでした。

<i>Kanda</i>	<i>Saasha</i>
<i>Ku\kkii, o\suki de\su ka?</i>	<i>E? Na\^n desu ka?</i>
<i>Ku\kkii desu. Ko\re, yo\kattara ta\^bemase\^n ka?</i>	<i>Waa, o\ishiso\^o desu \^ne\^e!</i>
<i>Do\^ozo.</i>	<i>\^Ii desu ka~? Ja\^a, i\^tadakima\^su . . . O\^ishii! . . . O\^ishii kuk\^kii desu \^ne\^e.</i>
<i>Do\^omo.</i>	<i>Go\^chisoosama de\^shita.</i>

Kanda	Sasha
Do you like cookies?	What? What is it?
They're cookies. If you'd like, please have one of these.	Wow, they look delicious, don't they.
Go ahead.	Is it all right? Well, then, I'll have one . . . Delicious! . . . They're delicious, aren't they!
Thanks.	Thank you. (lit. 'It was delicious.')

Nouns

(お)好き だいす	(o)suki	liking, fondness, love
大好き なん	daisuki	very likeable, like very much
何 なに	nan ¹	what
何 くっ きい	nani	what
クッキー け え き	kukkii	cookie
ケーキ はん	keeki	cake
ご飯 あさ はん	gohan	cooked rice or a meal
朝ご飯 あさ はん	asagohan	breakfast
(お)昼ご飯 ひる はん	(o)hirugohan	lunch
晩ご飯 ばん はん	bangohan	dinner
(お)弁当 べんとう	(o)bentoo	meal in a box
(お)すし・寿司 す し	(o)sushi	sushi
焼き鳥 や とり	yakitori	yakitori (chicken shish kebab)
うどん	udon	wheat noodles
そば	soba	buckwheat noodles
カレーライス かれ え ら い す	kareeraisu	curry rice
ラーメン ら あ め ん	raamen	ramen
お茶 ちや	ocha	tea
(お)水 みず	(o)mizu	water
ビール びーる	biiru	beer
ウーロン茶 うーろ ん ちや	uuroncha	oolong tea
紅茶 こうちや	koocha	black tea
コーヒー こ お ひ い	koohii	coffee
ミルク み る く	miruku	milk
ジュース じゅーす	juusu	juice
食べ物 た べ の もの	tabemono	food
飲み物 の もの	nomimono	drink
(お)薬 くすり	(o)kusuri	medicine
おいしそう	oishisoo	look(s) delicious
おもしろそう	omoshirosoo	look(s) interesting
きれい	kirei	pretty, clean

Verbs

食べます(食べない)	<i>tabe-masu (tabe-nai)</i>	eat
飲みます・呑みます(飲まない)	<i>nom-imasu (nom-anai)</i>	drink, swallow (i.e. medicine)
いただきます(いただかない) ²	<i>itadak-imasu (itadak-anai)</i>	eat; receive (humble)
読みます(読まない)	<i>yom-imasu (yom-anai)</i>	read

Adjectives

おいしい	<i>oishii</i>	delicious
おもしろい	<i>omoshiroi</i>	interesting

Sentence particles

ねえ	<i>nee</i>	[sentence particle assuming shared attitude/opinion]
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Special expressions

わあ	<i>waa</i>	wow
え?	<i>e?</i>	what?
よかったら	<i>yokattara</i>	if it's all right
よろしかったら	<i>yoroshikattara</i>	if it's all right (polite)

かくちょう

拡張 *Kakuchoo* Expansion

What are some of the Japanese foods that you eat frequently? Find out what they are called and learn to say them accurately.

Behind the Scenes

BTS 10 Sharing snacks

It is customary in Japan for people to bring treats or snacks to the office or study group meeting. This kind of sharing builds group morale and cohesion. Especially if you have a chance to travel or visit a special place, it is viewed as a thoughtful gesture to bring something back for your friends and colleagues. These are consumed with tea, usually in the afternoon during break time. In this conversation, Kanda-san has offered Sasha cookies that were a gift from some visitors.

BTS 11 Negative questions as invitations

A common use of negative Verbs is as invitations. It sounds rather stuffy in English to invite someone this way ('Won't you eat some?') but in formal style the *-masen* form (not the *-nai desu* form) is the most common form of invitation in Japanese. (See BTS 25.)

た
食べませんか?

Tabemasen ka?

Won't you eat some?

の
飲みませんか?

Nomimasen ka?

Won't you drink some?

BTS 12 遠慮 *Enryo* Restraint

In some cultures, people feel very comfortable accepting or rejecting offers of food and drink or invitations. Japanese tend not to be like that, especially around people they don't know well. When your Japanese hosts offer you something to eat or drink, it is typically polite to hold off accepting right away or tell them not to go to any trouble—at least at first. This is called *enryo* "restraint." It is a good example of virtues in Japan that center on deference to others. In this conversation, Sasha responds with surprise (*E?* 'Huh?') and asks Kanda-san what he is talking about (*Nan desu ka?* 'What do you mean?'). She then acknowledges his invitation, and says that they look delicious (*oishisoo desu nee*). After additional urging by Kanda-san, she asks if it is really all right to have one. It is quite likely that she heard his offer of cookies in the first place, but by asking questions and deferring her acceptance she shows restraint. Note that Kanda-san invites her to eat a cookie, even as she defers. This is the other side of *enryo*—urging the other person to go ahead and have some even when they show reluctance.

BTS 13 Adjective + Noun

Adjectives can combine directly with Nouns to form a Noun phrase. Examples: *ii keitai* 'nice cell phone' and *sugoi repooto* 'amazing report.' The resulting combination does everything that a Noun does. Therefore, it is possible to say *Ii keitai desu* 'It is a nice cell phone.' and *Subarashii repooto ja nai desu ka?* 'Isn't it a wonderful report?'

BTS 14 Sentence Particle ねえ *nee*

Nee indicates that what you are talking about is impressive and you share the other person's sentiments or that you assume they share yours. Sasha looks at the treat that Kanda-san has brought and says *Oishisoo desu nee*. 'They look delicious, don't they!' To review:

- *ne* with falling intonation tells listeners that you have discovered or realized something and want to share it.
- *ne* with slightly rising intonation is used to check whether the other person agrees or is following.
- *nee* with falling intonation indicates that you share the other person's sentiments or that you assume they share yours.

BTS 15 Informal affirmative (non-past) form of Adjectives

Recall the formal affirmative forms for Adjectives:

おいしいです。 *Oishii desu.* It's delicious.

You can drop the *desu* for an informal equivalent:

おいしい。 *Oishii.* It's delicious.

In this conversation, when Sasha exclaims *Oishii!* 'It's delicious!' she is only expressing the reaction without directing it to anyone in particular. What she says next, *Oishii kuk-kii desu nee*. 'They're delicious, aren't they!' is a comment directed to Kanda-san in the appropriate formal style.

Now go to the Activity Book for れんしゅう 練習 *Renshuu* Practice and うでだめ 腕試し *Udedameshi* Tryout.

Notes

- 1 *Nan* occurs before /d/ and /n/; *nan* or *nani* occurs before /t/; *nani* occurs everywhere else.
- 2 The downward pointing arrow here means that this word is humble. This will be explained in more detail in later Acts.

Scene 2-4 いいですけど……。 *li desu kedo...* It's okay, but...

Kanda-san checks if Sasha is available to do some task.



The script

かん だ 神田	さ あ し や サーシャ
いまいそが 今忙しいですか？	わたし 私ですか？いや、いいですけど……。
じゃあ、これ、お願 ^{ねが} いします。	こちらですね？はい、わかりました。

Kanda	Saasha
<i>I'ma i'sogashi'i desu ka?</i>	<i>Wa'tashi de'su ka? I'ya, i'i desu kedo...</i>
<i>Ja'a, ko're¹, o'negai-shima'su.</i>	<i>Ko'chira de'su ne? Ha¹ i¹, wa¹ karima¹ shita.</i>

Kanda	Sasha
Are you busy right now?	Me? No, it's all right. . .
Well then, I'll ask you to take care of this.	This, right? Got it.

たん ご ひょうげん

単語と表現 *Tango to hyoogen Vocabulary and expressions*

Nouns

こちら *kochira* here, this, in this general area, in this direction, this alternative (of two), the speaker's side of a telephone conversation, this person (polite)

そちら *sochira* there (near you), that (near you), in that general area, in that direction (in your direction), that alternative (of two near you), the other side of a telephone conversation, that person (polite)

あちら <i>achira</i>	there (away from both of us), that thing (away from both of us), in that direction (away from both of us), that alternative (of two away from both of us), that place (that we both know about), that person over there (polite)
どちら <i>dochira</i>	where, which, which direction, which (of two), which person/who (polite)

Adjectives

(お)忙しい いそがしい	(o)isogashii	busy
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Sentence particles

けど	<i>kedo</i>	but
が	<i>ga</i>	but, and
け(れ)ど(も)	<i>ke(re)do(mo)</i>	but

Special expressions

いや	<i>iya</i>	no (informal); uhh (hesitation noise)
わかりました。	<i>Wakarimashita.</i>	Understood. Got it.

Behind the Scenes

BTS 16 Core Sentence + けど *kedo* but

Kedo is used to contrast two Sentences or ideas. Often the second Sentence is left unsaid because it is clear from context or because the speaker does not want to state the obvious or the unpleasant, or the speaker would like the other person to say something in response. *Wakarimasu kedo* . . . ‘I understand but . . .’ is what you might say when you don’t want to admit that you can’t put into practice what has just been explained.

Some uses of *kedo* may not seem contrastive. For example, a speaker might introduce a topic using *kedo*:

Tesuto desu kedo . . . ‘About the test . . .’ is how you might start a conversation with your instructor on the content of an upcoming test.

Murakami desu kedo . . . ‘I’m Murakami, but . . .’ This is what you might identify yourself when you go into a doctor’s office for an appointment, or when you expect that the other person knows that you are expected.

The more formal forms of *kedo* (*keredo*, *kedomo*, *keredomo*) as well as *ga* are associated with formal speech or writing. These will appear in later lessons and in the reading-writing sections of this textbook.

BTS 17 The こちら *kochira* series

In this Scene you encounter *kochira*, *sochira*, *achira*, and *dochira*, another *ko-so-a-do* series. This set has multiple meanings (see Vocabulary and Expressions) which can be somewhat imprecise. You see in this Scene that they are polite equivalents of *kore*, *sore*, *are*, and *dore*. In the next three Scenes, you will see that they are also (a) polite equivalents of *koko*, *soko*, *asoko*, and *doko*, another *ko-so-a-do* series that indicates location, but more precisely, and (b) used to indicate general direction.

Note also that this series can be used in polite reference to people (*Sochira*, *Kanda-san desu ka*. ‘Is that Kanda-san?’). In addition, *kochira* and *sochira* refer to the two sides of a telephone conversation. (*Kochira*, *Murakami desu* ‘This is Murakami.’)

Now go to the Activity Book for 練習 *Renshuu* Practice and 腕試し *Udedameshi* Tryout.

Scene 2-5 ^{いま}今どちらですか？ *Ima dochira desu ka?* Where are you now?

Sasha is at her desk and sees that Kanda-san is not at his desk. When she calls him on his cell phone, she is surprised to find that he is, in fact, somewhere in the office.



The script

^{さ あ し ゃ} サーシャ	^{かん だ} 神田
^{いま} 今どちらですか？	^{ぼく かいしや} 僕？会社ですが……。
^{かいしや} え、会社ですか。あ、そうですか。	

<i>Saasha</i>	<i>Kanda</i>
<i>Ima do'chira desu ka?</i>	<i>Bo'ku? Ka'isha de'su ga . . .</i>
<i>E, ka'isha de'su ka. A, so'o desu ka.</i>	

<i>Sasha</i>	<i>Kanda</i>
Where are you now?	Me? I'm in the office, but . . .
What, you're in the office! Oh, I see.	

^{たん ご ひょうげん} 単語と表現 *Tango to hyoogen* Vocabulary and expressions

Nouns

^{かいしや} 会社	<i>kaisha</i>	office, company
^{がっこう} 学校	<i>gakkoo</i>	school
うち	<i>uchi</i>	house, home
いえ・ ^{いえ} 家	<i>ie</i>	house, home
^{たく} お宅	<i>otaku</i>	home (polite)

りょう 寮	<i>ryoo</i>	dormitory
あばあと アパート	<i>apaato</i>	apartment
こんびに コンビニ	<i>konbini</i>	convenience store
えき 駅	<i>eki</i>	train station
とイレ トイレ	<i>toire</i>	toilet, bathroom, restroom
そう	<i>soo</i>	that way, so

かくちょう 拡張 **Kakuchoo Expansion**

Find out from a Japanese associate or friend what your workplace or study location might be called, and learn to say it accurately.

Behind the Scenes

BTS 18 Informal affirmative of [Noun です] [Noun *desu*]

Recall the formal affirmative forms for [Noun *desu*]:

きれいです。 *Kirei desu.* It's clean.

You can drop the *desu* for an informal equivalent, including questions:

きれい。 *Kirei.* It's clean.
いま
今? *Ima?* Now?

Note that Kanda-san uses an informal question in this Scene: “*Boku?*” not “*Boku desu ka.*” This use of informal forms is very typical of self-directed statements; you would not talk to yourself in formal style. For example, if you read something interesting online, you would say to yourself “*Omoshiroi nee,*” not “*Omoshiroi desu nee.*” Kanda-san’s question is as much directed to himself as it is to Sasha; he is verifying for both of them that he is the topic of discussion.

BTS 19 そう *Soo* That way

You will hear the word *soo* in many expressions. With rising intonation, the question *Soo desu ka?* ‘Is that so?’ indicates that you’ve heard new information and that you’re

somewhat surprised or doubtful about whether it is really true. *Soo desu ne(e)* indicates that you agree with what the other person has said (or that you are carefully considering it—see BTS 28). *Soo desu yo* conveys certainty about what you’re talking about.

BTS 20 Questions with falling intonation

In this Scene, Sasha’s *Soo desu ka* (with falling intonation) means ‘I see.’ You will hear Japanese speakers use *Soo desu ka* frequently as they listen to others and take in information. This is part of being a good listener in Japan.

In general, questions with falling intonation are used to indicate that you understand what the other person said.

A: 寮 ^{りょう} ですよ。	<i>Ryoo desu yo.</i>	It’s a dorm. (I’m living in a dorm’)
B: あ、寮 ^{りょう} ですか。	<i>A, ryoo desu ka.</i>	Oh, (you’re living in) a dorm.

BTS 21 Words for home: うち、家^{いえ}、お宅^{たく} *uchi, ie, otaku*

Words for home include *uchi* and *ie*, along with the more polite *otaku*. Each of these words has a much deeper cultural meaning that should not be ignored:

You saw *uchi* (‘inside’) in Act 1 in contrast to *soto* (‘outside’) to describe Japanese relationships. People who are *uchi* are insiders (family, friends) with whom one doesn’t have to be careful about language, formal behavior, or pretense. With people who are *soto* (guests, clients, customers, strangers), one must be careful of how one talks and behaves. The distinction between *uchi* and *soto* is critical to understanding and using the Japanese language. *Uchi* also refers to ‘home’ in both the physical sense of a building and the concept of where one belongs.

The word *ie* refers to a home or a house (the building itself), but it is also the technical (and sometimes legal) term for the traditional family system. Conventions for the *ie* determine roles for family members (grandparents, parents, and children) along with succession and inheritance.

The word *otaku* is used to refer politely to someone else’s house, but it can also be extended to refer to another person’s company in client-client relations. It is often translated as ‘you’ when one businessperson asks the other what *otaku*’s position is on a particular question.

Otaku (usually written in katakana) is also a slang term for those who are hyper-involved (to the detriment of their involvement in the real world) in anime or some other subculture.

Now go to the Activity Book for 練習^{れんしゅう} *Renshuu* Practice and 腕試し^{うでだめ} *Udedameshi* Tryout.

Scene 2-6 どなたですか？ *Donata desu ka?* Who is that?

Sasha is at a reception with her co-worker, Kanda-san. She is still getting used to identifying all the new faces she has met since her arrival, and relies on him to help her with names.



The script

さ あ し や サーシャ	か ん だ 神田
あちら、どなたですか？	てらだ 寺田さんですよ。
あちらは？	さあ、ちょっとわかりませんねえ。だれかなあ。
みず の 水野さんですか？	いやあ、みず の 水野さんじゃないなあ。

Saasha	Kanda
<i>A¹chira, do¹nata desu ka?</i>	<i>Te¹rada-san de¹su yo.</i>
<i>A¹chira wa?</i>	<i>Sa¹a, cho¹tto wa¹kara¹nai desu ¹ne¹e. Da¹re ka ¹na¹a.</i>
<i>Mi¹zuno-san desu ka?</i>	<i>I¹ya(a), Mi¹zuno-san ja ¹na¹i ¹na¹a.</i>

Sasha	Kanda
Who is that over there?	That's Terada-san.
How about over there?	Gosh, I just don't know. Who could it be?
Is it Mizuno-san?	Uhh, that's not Mizuno-san.

単語と表現 *Tango to hyoogen* Vocabulary and expressions

Nouns

どなた	<i>donata</i>	who (polite)
だれ・誰	<i>dare</i>	who

Sentence particles

かなあ	<i>ka naa</i>	[sentence particle indicating a shared question]
なあ	<i>naa</i>	[sentence particle indicating shared agreement]

Phrase particles

は	<i>wa</i>	[particle for contrast]
---	-----------	-------------------------

Behind the Scenes

BTS 22 Noun_x は? Noun_x wa? How about X?

In this Scene you see a new kind of Particle that attaches to Nouns and Noun phrases. The phrase Particle *wa* is used here for contrast. Sasha asks first about a person in the distance: *Achira, donata desu ka?* ‘Who is that over there?’ Then when she wants to pick out another person in contrast to the first, she uses *wa*: *Achira wa?* ‘How about over there?’ This *wa* can almost always be translated into English as ‘how about.’ Here is another example:

A: コーヒー、飲みませんね。 こ お ひ い の	<i>Koohii, nomimasen ne.</i>	You don’t drink coffee, do you.
B: ええ。	<i>Ee.</i>	Right.
A: お茶は? ちや	<i>Ocha wa?</i>	How about tea?

BTS 23 Sentence Particles ねえ・なあ *nee* and *naa*

Naa is a casual equivalent of Sentence Particle *nee*. *Naa* tends to be more self-directed. So while *nee* assumes agreement from the other person, *naa* does not. In this conversation, Kanda-san says,

さあ、ちょっとわからないで すねえ。だれかなあ。	<i>Saa, chotto wakaranai desu nee. Dare ka naa.</i>	‘Gosh, I just don’t know! Who could it be?’
-----------------------------	---	--

The first Sentence is in response to Sasha’s question, while the second is much more a question to himself. *Naa* is less formal than *nee*, so be careful about seeking agreement with *naa* when you are talking to superiors. For the same reason, *naa* doesn’t occur after *desu/-masu* forms.

BTS 24 Multiple Sentence Particles かなあ、かねえ *ka naa, ka nee*

You will hear multiple Particles at the end of a Sentence (usually no more than two). The cumulative effect is, as might be expected, the combined meanings of the Particles.

だれかなあ。 *Dare ka naa.* I wonder who it could be.

Here *ka* indicates a question and *naa* indicates that I assume you and I share the question.

いいですかねえ。 *Ii desu ka nee.* I wonder if it's okay.

‘I question whether it’s all right and assume that you have the same doubt.’

BTS 25 Informal negatives

Here are the negative forms of the Core Sentences that you have seen so far:

Verb	食べないです 食べません	<i>tabenai desu</i> <i>tabemasen</i>	I don't eat
Nounです	きれいじゃないです きれいじゃありません	<i>kirei ja nai desu</i> <i>kirei ja arimasen</i>	it's not clean
Adjective	高くないです 高くありません	<i>takaku nai desu</i> <i>takaku arimasen</i>	it's not expensive

The second (*-masen*) alternative for each of these is a bit more formal (and thus more common in writing), and for Verbs is the preferred form for polite invitations. The *-nai desu* for any of these is also the basis of an informal equivalent. Simply drop *desu*. For verbs, it is this *-nai* form that is used for informal invitations.

Verb	食べない	<i>tabenai</i>	I don't eat
Noun です	きれいじゃない	<i>kirei ja nai</i>	it's not clean
Adjective	高くない	<i>takaku nai</i>	it's not expensive
	コーヒー、飲まない？	<i>Koohii, nomanai?</i>	Would you like to have coffee?

Now go to the Activity Book for 練習 *Renshuu* Practice and 腕試し *Udedameshi* Tryout.

Scene 2-7 やす 安くはないですねえ。 *Yasuku nai desu nee.* It's not cheap, is it.

Sasha and Kanda-san are looking at restaurant reviews as they try to decide on a venue for a division party.



The script

さ あ し や サーシャ	かん だ 神田
ここ、どうですか？	いいけど……。
あ、ちょっと高いですか？	う〜ん。安くはないですねえ。
そうですねえ。あ、こっちは？	どこですか？ああ、いいですね。

<i>Saasha</i>	<i>Kanda</i>
<i>Ko'ko, do'o desu ka?</i>	<i>Pi kedo . . .</i>
<i>A, cho'tto ta'ka'i desu ka?</i>	<i>Uun. Ya'suku 'na'i desu 'ne'e.</i>
<i>So'o desu 'ne'e. A, ko'tchi' wa?</i>	<i>Do'ko desu ka? A'a, i'i desu 'ne'e.</i>

<i>Sasha</i>	<i>Kanda</i>
How about this place?	It's good, but . . .
Oh, is it a little expensive?	Well, it's not cheap, is it!
Hmmm. Oh, how about this place?	Where? Oh, that's good, isn't it.

Nouns

ここ	<i>koko</i>	here
そこ	<i>soko</i>	there (near you), that place just mentioned
あそこ	<i>asoko</i>	over there, there (away from both of us), that place (that we both know about)
どこ	<i>doko</i>	where
どう	<i>doo</i>	how
こっち	<i>kotchi</i>	here, in this general area, in this direction, this alternative (of two)
そっち	<i>sotchi</i>	there (near you), in that general area, in that direction (in your direction), that alternative (of two near you)
あっち	<i>atchi</i>	there (away from both of us), in that direction (away from both of us), that alternative (of two away from both of us), that place (that we both know about)
どっち	<i>dotchi</i>	where, which direction, which (of two)

Adjectives

たか 高い	<i>takai</i>	expensive
やす 安い	<i>yasui</i>	inexpensive, cheap
おお 大きい	<i>ookii</i>	big
ちい 小さい	<i>chiisai</i>	small
とお 遠い	<i>tooi</i>	far
ちか 近い	<i>chikai</i>	close
むずか 難しい	<i>muzukashii</i>	hard, difficult
やさ 易しい	<i>yasashii</i>	easy
つまらない	<i>tsumaranai</i>	boring

Special expressions

う～ん	<i>uun</i>	well (hesitation)
そうですね(え)	<i>soo desu ne(e)</i>	well, hmmm, right
ああ	<i>aa</i>	ahh, oh
とても	<i>totemo</i>	very

Behind the Scenes

BTS 26 どうですか? *Doo desu ka?* How is it?

Doo desu ka ‘How is it?’ or ‘How about X?’ can be used to present something for consideration (with the possibility of participation, purchase, opinion, and other relevant actions). It may also be used to ask about the other person’s condition in general. It is never used as a greeting out of the blue to mean ‘How’s it going?’

BTS 27 Buying time: う〜ん *uun*, いや (あ) *iya(a)*, and そうですね (え) *soo desu ne(e)*

In this Scene you see two phrases that hold the conversational space open while a speaker tries to think of what to say next. *Uun* (pronounced *nnn* with the mouth closed as if you were humming) is similar to *eeto* but is more deliberate. It is used to indicate that you are searching for or don’t know what to say or to hold the floor while you are trying to come up with what it is that you want to say next. The phrase *soo desu nee* indicates that the speaker is carefully deliberating about what to say and/or that she needs time to arrange her thoughts. In the previous Scene you also saw Kanda-san say *Iyaa*, *Mizuno-san ja nai naa* ‘Uhh, that’s not Mizuno-san.’ This *iyaa* is not ‘no’ but a hesitation noise much like *unn*. After hesitations like this, listeners typically wait for the speaker to say something. This is a good way to “buy time” when you are trying to plan what to say in Japanese!

BTS 28 The ここ *koko* and こっち *kotchi* series

In this Act, we find two more new *ko-so-a-do* series that indicate location.

- a ここ、そこ、あそこ、どこ *koko, soko, asoko, doko*
- b こっち、そっち、あっち、どっち *kotchi, sotchi, atchi, dotchi*

The *koko, soko, asoko, doko* series is used to refer to specific location. Recall that the *kochira, sochira, achira, dochira* series also refer to location but in a vaguer sense—this general area, this direction.

The *kotchi* series is actually a casual equivalent of the *kochira, sochira, achira, dochira* series.

Note again that the accent on the question word for both of these series is different from the others:

ko^ˈko, so^ˈko, aso^ˈko, do^ˈko

ko^ˈtchi, so^ˈtchi, a^ˈtchi, do^ˈtchi

Now go to the Activity Book for れんしゅう 練習 *Renshuu* Practice and うでだめ 腕試し *Udedameshi* Tryout.

Scene 2-8 ^{なに}何かありますか？ *Nani ka arimasu ka?* Is there something (for me to do)?

Sasha is about to leave, but asks Kanda-san if there is anything more to do.



The script

^{さ あ し や} サーシャ	^{かん だ} 神田
^{なに} 何かすること、ありますか？	いや、 ^{べつ} 別に。いいですよ！よかったら ^{さき} お先にどうぞ。
じゃあ、 ^{さき} お先に失礼します。	^{つか} お疲れ様でした。

<i>Saasha</i>	<i>Kanda</i>
<i>Na¹ni ka su^rru ko¹to, a^rima¹su ka?</i>	<i>I¹ya¹, be^ttsu ni. I¹i desu yo! Yo¹kattara o¹saki ni do¹ozo.</i>
<i>Ja¹a, o¹saki ni shitsu¹rei-shi¹ma¹su.</i>	<i>O¹tsukaresama de¹shita.</i>

Sasha	Kanda
Is there something I should do?	No, not particularly. It's all right! If you want to, go ahead (home).
Well then, I'll be leaving.	Good work.

^{たん ご ひょうげん} 単語と表現 *Tango to hyoogen* Vocabulary and expressions

Nouns

すること	<i>suru koto</i>	something to do
------	------------------	-----------------

Verbs

あります(ない)	<i>arimasu (nai)</i>	exist (inanimate)
----------	----------------------	-------------------

Special expressions

なに 何か	<i>nani ka</i>	something
べつ 別に	<i>betsu ni</i>	(not) particularly
じゃあ	<i>jaa</i>	well then

Behind the Scenes

BTS 29 Existence: あります *arimasu* 'There is/are' or 'I have'

Japanese makes a distinction between animate and inanimate existence. The Verb for inani-mate existence—*arimasu* 'exist, have, be'—is introduced in this Act. Note that the negative of *arimasu* is *arimasen* or *nai desu*.

すること、ありますか？	<i>Suru koto arimasu ka?</i>	Is there something (I should) do? (literally 'Do you have something to do?')
べんとう お弁当、ありますよ。	<i>Obentoo arimasu yo!</i>	There is a boxed meal, you know.
しゅくだい 宿題、ないですね？	<i>Shukudai, nai desu ne?</i>	You don't have homework, right?

BTS 30 せん ぱい こう ぱい 先輩・後輩 *senpai/koohai*—junior/senior

In Japan, those who are veterans in a group or older are called *senpai* 'senior.' Newcomers or juniors are called *koohai*. It is important to understand how significant the *senpai-koohai* relationship is in Japan. There is a strong mentoring aspect to the *senpai-koohai* relationship, whether it is in school clubs and team sports or at work. American students are often surprised to find when they go to Japan that although they may be bigger and stronger than some of their Japanese classmates, they do not move immediately into the starting lineup of their sports club. They may be given menial tasks to do that all *koohai* members are expected to take on. And the *senpai-koohai* relationship lasts a lifetime. When there is a problem with a contract at work, one person may say, "I have a *senpai* in the Law Division who might be able to help us." In this conversation, Sasha seeks permission to leave from her *senpai*, Kanda-san, who is responsible for making sure that she is following protocol.

Now go to the Activity Book for 練習 *Renshuu* Practice and 腕試し *Udedameshi* Tryout.

Then do 評価 *Hyooka* Assessment activities.

◆ よか 読み書き Yomi-kaki Reading and writing

Between the lines

BTL 1 ひらがな 平仮名 Hiragana

The next three lessons introduce hiragana. This is the kana system that is used to write function words, inflections, and/or native Japanese (not borrowed) words for which there is no accepted kanji. Actually, it is possible to use hiragana to write anything in Japanese. But native speakers of Japanese who have even a minimal amount of schooling would not ordinarily write long strings of words or sentences in hiragana.

All hiragana symbols have their origin in more complicated *kanji*. Below is a chart that illustrates where each symbol came from. The top character in each block is the typeset version of the original kanji, the middle character is its cursive (handwritten) form, and the bottom character is the resulting *hiragana* symbol.

For the sake of authenticity, in these lessons anything that you see in hiragana is what Japanese people themselves would typically write in hiragana—or what the Ministry of Education, Sports, Science and Technology (文部科学省 もんぶかがくしょう) recommends be written in

无	和	良	也	末	波	奈	太	左	加	安
えん	わ	ら	や	ま	は	な	た	さ	か	あ
	爲	利		美	比	仁	知	之	機	以
	ぬ	り		み	ひ	に	ち	し	き	い
		留	由	武	不	奴	川	寸	久	宇
		る	ゆ	む	ふ	ぬ	つ	す	く	う
	恵	礼		女	部	祢	天	世	計	衣
	る	れ		め	へ	ね	て	せ	け	え
	遠	呂	与	毛	保	乃	止	曾	己	於
	を	ろ	よ	も	ほ	の	と	そ	こ	お

Figure 2.1 Origin of hiragana characters

Source: https://commons.wikimedia.org/wiki/File:Hiragana_origin.svg

hiragana. These lessons also follow the convention for this textbook—that you will learn patterns and vocabulary first in the spoken form and then in the written form.

There are 46 hiragana symbols. They are often summarized in the chart called *gojuuon-hyoo* ‘chart of fifty sounds’), although there are only 46 symbols included in the chart since some sounds are no longer used in modern Japanese.¹

Gojuuon-hyoo ‘Chart of fifty sounds’

ん	わ	ら	や	ま	は	な	た	さ	か	あ
<i>n</i>	<i>wa</i>	<i>ra</i>	<i>ya</i>	<i>ma</i>	<i>ha</i>	<i>na</i>	<i>ta</i>	<i>sa</i>	<i>ka</i>	<i>a</i>
		り		み	ひ	に	ち	し	き	い
		<i>ri</i>		<i>mi</i>	<i>hi</i>	<i>ni</i>	<i>chi</i>	<i>shi</i>	<i>ki</i>	<i>i</i>
		る	ゆ	む	ふ	ぬ	つ	す	く	う
		<i>ru</i>	<i>yu</i>	<i>mu</i>	<i>fu</i>	<i>nu</i>	<i>tsu</i>	<i>su</i>	<i>ku</i>	<i>u</i>
		れ		め	へ	ね	て	せ	け	え
		<i>re</i>		<i>me</i>	<i>he</i>	<i>ne</i>	<i>te</i>	<i>se</i>	<i>ke</i>	<i>e</i>
	を	ろ	よ	も	ほ	の	と	そ	こ	お
	<i>o</i>	<i>ro</i>	<i>yo</i>	<i>mo</i>	<i>ho</i>	<i>no</i>	<i>to</i>	<i>so</i>	<i>ko</i>	<i>o</i>

This chart employs vertical writing, so when read in order it is read top to bottom, right to left. That is: *a, i, u, e, o, ka, ki, ku, ke, ko*, etc. (あ、い、う、え、お、か、き、く、け、こ...). This order is called *gojuuon-jun* ‘*gojuuon* order’). This order is used to sort lists of names, items, etc., just as alphabetical order is used in English.

BTL 2 Punctuation (句読点)

You will see punctuation marks in Japanese that are different from English:

- 。 This marks the end of a sentence much as the period marks the end of an English sentence. In Japanese this is called *maru* (まる ‘circle’).
- 、 This marks a break in a sentence, much like the comma in English. But do watch for differences in where the comma is placed! In Japanese this is called 点 *ten* ‘point, dot’) or, more technically, *touten* (読点).
- …… English uses three dots aligned at the bottom of a line to show that something is missing or unfinished. (“I understand but . . .”) There is no set convention for this in Japanese but you often see two or more sets of three dots aligned in the center. This may or may not be followed by a *maru*: ……。

- 「」 These square brackets are used to designate something as a quotation, just as “ ” are used in English: 「これです」
- ～ A tilde has many uses in Japanese. Often it shows that a mora is elongated for effect (わ～ *waa*). In this textbook it will also be used to designate something as part of a word (Verb～ましょう ‘Verb～*mashoo*’ for the *-mashoo* form of a Verb).
- A dot between two series of symbols (ブライアン・ワン ‘Brian Wang’) indicates that they are separate words. This is called *nakaten* (中点) and you will see it most commonly in Western names.

In addition to these, you will also see question marks and exclamation points in Japanese, although these are generally viewed as English borrowings.

BTL 3 Handwritten vs. print forms of characters

There is often a difference between the print form and the handwritten form of a character. As kana symbols are introduced below, you see first the print form, then the handwritten form. When you practice writing (see your Workbook), you should imitate the handwritten form.

Note

- 1 These symbols include ゐ (*wi*) and ゑ (*we*) in the w-column.

Scene 2-9R おいしそうですね ! Looks delicious!

The following is a screenshot of a smart phone that Eri posted recently. What were Eri's friends saying about the post?



テキスト Text



Eri Yamada: I'm about to eat (this)!
Yuko Sakamoto: Looks delicious!
Sasha: Oh, beautiful! Where is this?



もじ れい 文字と例 Symbols with examples

This Act introduces the first twenty-five hiragana symbols. For each symbol, you see representations in a font commonly used in print and a font that is closer to handwriting. Use the latter as your model for handwriting.

	Common Font	Romanization	Handwritten version
#1.	あ	<i>a</i>	あ
#2.	こ	<i>ko</i>	こ
#3.	そ*	<i>so</i>	そ そ
#4.	れ	<i>re</i>	れ
#5.	と	<i>to</i>	と

* This one-stroke symbol has a two-stroke variant: そ

Examples

これ	this (thing), this one, this item
それ	that (thing) (near you); that (one) (near you); the item (you just mentioned)
あれ	that (thing) away from both of us; that (one) away from us); the item (we both know)



BTL 4 Diacritics (*tenten/daku-on*, `)

The diacritical marks that you see attached to the symbols below are one kind of *dakuten* (濁点) or *nigoriten* (にごてん 濁り点). Two small dots or slashes ` at the top right of a symbol change the consonant value of the mora from voiceless to voiced. In Japanese, these two marks are called *ten-ten* (てんてん 点々 'dot-dot').

Voiceless		Voiced	
こ	<i>ko</i>	こ	<i>go</i>
そ	<i>so</i>	そ	<i>zo</i>
と	<i>to</i>	と	<i>do</i>

From now on, voiced hiragana symbols will be introduced along with the voiceless ones.

#6.	か	<i>ka</i>	が	<i>ga</i>	か
#7.	す	<i>su</i>	ず	<i>zu</i>	す
#8.	た	<i>ta</i>	だ	<i>da</i>	た
#9.	て	<i>te</i>	て	<i>de</i>	て

Examples

- | | |
|-------------|------------------------------------|
| 1. ことです。 | It's this one. |
| 2. ですか？ | Is it that? Do you mean that one? |
| 3. あ、あれですか。 | Oh, you mean that one. |
| 4. どれですか。 | Which one is it? |
| 5. あれですが... | I mean that one over there, but... |
| 6. だれですか。 | Who is it? |

#10.	さ*	<i>sa</i>	ざ	<i>za</i>	さ
#11.	ん	<i>n</i>			ん

* this is a three-stroke symbol.

Examples

- | | |
|-----------------|----------------------------|
| 1. 神田さん | Kanda-san |
| 2. あ、坂田さんですか。 | Oh, is she Sakata-san? |
| 3. だれですか？ 佐賀さん？ | Who is it? Is it Saga-san? |

#12	し	<i>shi</i>	じ	<i>ji</i>	し
#13	ま	<i>ma</i>			ま
#14	り*	<i>ri</i>			り

* When you write by hand, this is a two-stroke symbol.

Examples

- | | |
|-----------------------------|---|
| 1. します。 | She will do it. I do it. |
| 2. しますか。 | Are you going to do it? Do they do it? |
| 3. ^{しごと} 仕事します。 | I will work. |
| 4. あります。 | There are some. I have it. |
| 5. あ、ありますか。 | Oh, do you have it? Oh, does it exist? |
| 6. またあとで。 | See you again later. |
| 7. ^{しごと} 仕事、ありますか。 | Do you have a job? Is there anything I should do? |

#15. き* *ki*

ぎ *gi*

き
い

#16. い *i*

* this is a four-stroke symbol.

Examples

- | | |
|----------------------------------|--|
| 1. ^{いま} 今 | right now |
| 2. ^い 行きます。 | I'll go. |
| 3. ただいま。 | I'm home. |
| 4. ^す 好きです。 | I like it. |
| 5. ^{だいす} 大好きです。 | I like it a lot. |
| 6. ^{たか} 高いです。 | It's expensive/high/tall. |
| 7. ^{たか} 高いですか。 | Is it expensive/high/tall? |
| 8. ^{いま} 今しますか。 | Are you going to do it right now? |
| 9. いただきます。 | Thank you for the meal (<i>lit.</i> I humbly accept). |
| 10. あ、 ^{いましごと} 今仕事しますか？ | Oh? You're going to work right now? |

#17. せ *se*

ぜ *ze*

せ

Examples

- | | |
|------------------------|-------------------|
| 1. しません。 | I don't do it. |
| 2. ^い 行きません。 | They won't go. |
| 3. ありません。 | There aren't any. |

- | | | |
|----|--|--|
| 4. | これ、しませんか。 | Would you like to do this? |
| 5. | あれ、ありませんか。 | That thing (that we both know), don't you have it? |
| 6. | ^{かん} 神田さん。 ^い 行きませんか。 | Kanda-san. Won't you go? |

- | | | | | | |
|------|----------------|------------|----------------|-----------|---|
| #18. | ち | <i>chi</i> | ぢ ⁱ | <i>ji</i> | ち |
| #19. | ら [*] | <i>ra</i> | | | ら |

* When you write by hand, this is a two-stroke symbol.

Examples

- | | | |
|----|---|--|
| 1. | こちら | this (direction/area/side); this alternative (of two) |
| 2. | そちらですか。 | Is it that (direction/side/area)? |
| 3. | これ、あちらですか。 | Is this (located) over there? |
| 4. | ^{てら} 寺田さん、どちらですか。 | Where is Terada-san? |
| 5. | ^{あかさか} あ、赤坂さん。 ^{いま} 今、どちらですか。 | (on the telephone) Oh, Akasaka-san, where are you right now? |

- | | | | |
|------|---|-----------|---|
| #20. | ね | <i>ne</i> | ね |
| #21. | よ | <i>yo</i> | よ |

In Japanese writing, there is rarely any distinction made between *ne* and *ne*? although you may see 「ね。」「ね!」 and 「ね?」. Even **nee**, which can be rendered 「ねえ」, 「ねえ」, 「ね~」, etc. is sometimes written simply 「ね。」. We must rely heavily on the context to determine how ね is read and interpreted.

Examples

- | | | |
|----|----------------------|---------------------------|
| 1. | これですね。 | It's this one, right? |
| 2. | ^い 行きませんよ。 | I won't go. |
| 3. | ^{たか} 高いですね。 | It's expensive, isn't it. |

- | | | | |
|----|-----------------------------|--|---|
| 4. | しませんね？ | | You won't do it, right? |
| 5. | ^{ねが} お願いします。 | | Please give me a hand. |
| 6. | あ、あれですよ。 | | Oh, it's that one. |
| 7. | ^{てらだ} 寺田さん、こちらですね？ | | Terada-san is here/this direction, right? |

#22.	う	<i>u</i>	う
#23.	え	<i>e</i>	え
#24.	お	<i>o</i>	お

Examples

- | | | |
|----|------------------|--|
| 1. | え？ | Huh? Pardon? |
| 2. | いえ | no |
| 3. | ^{うち} 家 | house, home |
| 4. | ^{いえ} 家 | house, home |
| 5. | ^{たく} お宅 | house, home (polite) |
| 6. | いえいえ。 | No, no. |
| 7. | すごいですね。 | It's great/terrific/amazing, isn't it. |



BTL 5 Long vowels

The long versions of あ, い, and う are written by repeating the same symbol: ああ, いい, うう. But the long version of お—even though it is pronounced /oo/—is written in hiragana おう and the long version of /e/—even though it is pronounced /ee/—is written えい. (There are exceptions to this convention, which will be pointed out as they come up. One of these can be seen in #2 below where う〜ん ‘hmm’ is written with a tilde.) Thus,

ああ	<i>aa</i>	
いい	<i>ii</i>	
うう	<i>uu</i>	
えい	<i>ei</i>	exceptions: ええ <i>ee</i> ‘yes,’ ^{ねえ} お姉さん <i>oneesan</i> ‘older sister’
おう	<i>ou</i>	exceptions: ^{おお} 大きい <i>ookii</i> ‘is big,’ ^{おおさか} 大阪 <i>Oosaka</i> ‘Osaka’

Examples

1. どうぞ。	Please (go ahead/take it/have some).
2. う～ん	[hesitation noise]
3. ^{せんせい} 先生	teacher, instructor, professor, doctor
4. ^い 言います。	say, be called
5. いいですか。	Is it OK? Is it good?
6. どうですか。	How is it?
7. そう、そう。	Yes, yes.
8. そうですか。	Oh, really / Oh, okay.
9. きれいですね。	It's pretty, isn't it!
10. おいしいですね。	It's delicious, isn't it!
11. おいしそうですね。	It looks delicious, doesn't it.
12. ^{いま} 今忙しいですか。	Are you busy right now?
13. ^{いま} 今ですか? いえ、いいですよ。	Now? No, it's fine.
14. ごちそうさま(でした)。	Thank you for the meal.
15. ありがとうございます。	Thank you (formal).
16. ありがとうございました。	Thank you for what you have done (formal).

Summary of symbols in Act 2

The charts below summarize the 24 symbols introduced so far.

<i>n</i>	<i>w</i>	<i>r</i>	<i>y</i>	<i>m</i>	<i>h</i>	<i>n</i>	<i>t</i>	<i>s</i>	<i>k</i>	
ん <i>n</i>		ら <i>ra</i>		ま <i>ma</i>			た <i>ta</i>	さ <i>sa</i>	か <i>ka</i>	あ <i>a</i>
		り <i>ri</i>					ち <i>chi</i>	し <i>shi</i>	き <i>ki</i>	い <i>i</i>
								す <i>su</i>		う <i>u</i>
		れ <i>re</i>				ね <i>ne</i>	て <i>te</i>	せ <i>se</i>		え <i>e</i>
			よ <i>yo</i>				と <i>to</i>	そ <i>so</i>	こ <i>ko</i>	お <i>o</i>

<i>b</i>	<i>d</i>	<i>z</i>	<i>g</i>
	だ <i>da</i>	ざ <i>za</i>	が <i>ga</i>
	(ぢ) <i>ji</i>	じ <i>ji</i>	ぎ <i>gi</i>
		ず <i>zu</i>	
	で <i>de</i>	ぜ <i>ze</i>	
	ど <i>do</i>	ぞ <i>zo</i>	ご <i>go</i>

BTL 6 Tips for writing practice

a. Stroke types

All Japanese characters (*kana* and *kanji*) are composed of individual strokes that fall into different categories depending on how the stroke is started or ended.

- 1 Stop (*tome*): The stroke comes to a full stop, like the first stroke of あ, た, and よ.
- 2 Release (*harai*): The stroke becomes gradually thinner until it disappears, like the single stroke of し.
- 3 Hook (*hane*): The stroke ends with a hook, like the first stroke of こ, う, and ら.

All of these differences are visible in the printed and brush-written versions of the hiragana symbols, but the use of ballpoint pens might obscure many of them.

Where a stroke begins and ends is also critical and can even change the character; note that the long stroke of katakana *tsu* ツ starts at the top while the long stroke of *shi* シ starts at the bottom.

b. Stroke order

Attitudes toward calligraphy and handwriting show cultural differences. For the average American, good handwriting is largely a matter of legibility. However, there are prescriptive rules about the stroke order and stroke types of orthographic symbols in Japanese, and these rules are closely monitored and followed in Japanese schools.

Now go to the Activity Book for れんしゅう 練習 *Renshuu* Practice.

Then do 評価 *Hyooka* Assessment activities, including 読んでみよう *Yonde miyoo* Contextualized reading, 書き取り *Kakitori* Dictation, and 書いてみよう *Kaite miyoo* Contextualized writing.

Note

- 1 Note that じ and ぢ have the same pronunciation. The symbol ぢ is rarely used in modern Japanese.

だい さん まく
第 3 幕
Act 3

なん じ
何時ですか？

Nan-ji desu ka?

What time is it?

いそ まわ
急がば回れ *Isogaba maware*

More haste, less speed.

(Literally, ‘If you are in a hurry, go the long way.’)





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◆ はな き 話す・聞く *Hanasu/kiku* Speaking and listening

3-1

何時ですか?

Scene 3-1 にほんご なん 日本語で何といますか?
Nihongo de nan to iimasu ka?
What's it called in Japanese?

Amy Johnson, President of the Japanese Language Club at her university, welcomes a new student from Japan and introduces herself.



The script

えいみー エイミー	たかし 孝
じえええるしい じょんそん JLCのジョンソンです。どうぞよろしくお ねが 願ひします。	ふくざわだいがく まつうら あ、福沢大学の松浦です。どうぞよろしくお ねが 願ひします。
	じえええるしい あの、JLCって……。
じゃばに いずらんげえじくらぶ ジャパニーズ・ランゲージ・クラブのことです。 がくせい さあく 学生のサークルですね。	ああ、なるほど。
にほんご なん 日本語で何といますか?	そうですねえ。まあ、にほんごくらぶ 日本語クラブかなあ。
にほんごくらぶ 日本語クラブですね?	ええ。

<i>Eimii</i>	<i>Takashi</i>
<i>Je^fe-eru-shiⁱi no Joⁿnson desu. Do^oozo yo^froshiku onegai-shima¹su.</i>	<i>A, Fu^fkuzawa Da¹igaku no Ma^ftsu^hura desu. Do^oozo yo^froshiku onegai-shima¹su.</i>
	<i>Ano, je^fe-eru-shiⁱi tte. . . .</i>
<i>Ja^fpaniizu rangeeji ku¹rabu no ko^fto¹ desu. Ga^fkuseei no sa¹akuru desu ne.</i>	<i>Aa, na^fruhodo.</i>
<i>Ni^fhongo de naⁿ to i^fima¹su ka?</i>	<i>So^o desu nee. Ma¹a Ni^fhongo-ku¹rabu ka ¹na¹a.</i>
<i>Ni^fhongo-ku¹rabu desu ne?</i>	<i>E¹e.</i>

<i>Amy</i>	<i>Takashi</i>
I'm Johnson from JLC. Nice to meet you.	Oh, I'm Matsuura from Fukuzawa University. Nice to meet you.
	Uhh . . . JLC?
It means 'Japanese Language Club.' It's a student club.	Oh, I see.
What would it be called in Japanese?	Hmm. Let me think about it. I guess it'd be <i>Nihongo-kurabu</i> .
That's <i>Nihongo-kurabu</i> , right?	Yes.

たんご ひょうげん
 単語と表現

Tango to hyoogen Vocabulary and expressions

Nouns

じえ ええるしい J L C	<i>Jee-Eru-Shii</i>	JLC (Japanese Language Club)
ふくざわだいがく 福沢大学	<i>Fukuzawa Daigaku</i>	Fukuzawa University
だいがく 大学	<i>daigaku</i>	university, college
X大学	<i>X-Daigaku</i>	X University, X College
こうこう 高校	<i>kookoo</i>	high school
だいがくいん 大学院	<i>daigakuin</i>	graduate school
おおがきしょうかい 大垣 商会	<i>Oogaki Shookai</i>	Ogaki Trading Company, Ltd.
あ お い しゅっぱん アオイ 出版	<i>Aoi Shuppan</i>	Aoi Publishing

にほんご 日本語	<i>Nihongo</i>	Japanese (language)
えいご 英語	<i>Eigo</i>	English (language)
ちゅうごくご 中国語	<i>Chuugokugo</i>	Chinese (language)
かんごくご 韓国語	<i>Kankokugo</i>	Korean (language)
ふらんすご フランス語	<i>Furansugo</i>	French (language)
すぺいんご スペイン語	<i>Supeingo</i>	Spanish (language)
ろしあご ロシア語	<i>Roshiago</i>	Russian (language)
なにご 何語	<i>nanigo</i>	which language
がくせい 学生	<i>gakusei</i>	student
さあくろ サークル	<i>saakuru</i>	club
かい ～会	<i>-kai</i>	organization, club, association, group
くらぶ クラブ	<i>kurabu</i>	club
にほんごくらぶ 日本語クラブ	<i>Nihongo-kurabu</i>	Japanese Language Club
じょんそん ジョンソン	<i>Jonson</i>	Johnson
じゃん ¹ ジャン	<i>Jan</i>	Zhang [Chinese family name]
ちよう 張	<i>Choo</i>	Zhang [Chinese family name]
にほんじん 日本人	<i>Nihonjin</i>	Japanese (person)
あめりかじん アメリカ人	<i>Amerikajin</i>	American (person)
ちゅうごくじん 中国人	<i>Chuugokujin</i>	Chinese (person)
かんごくじん 韓国人	<i>Kankokujin</i>	Korean (person)
ふらんすじん フランス人	<i>Furansujin</i>	French (person)
すぺいんじん スペイン人	<i>Supeinjin</i>	Spanish (person)
ろしあじん ロシア人	<i>Roshiajin</i>	Russian (person)
なにじん 何人・なにじん	<i>nanijin</i>	what nationality
につけいじん 日系人	<i>nikkeijin</i>	person of Japanese heritage
がいごくじん 外国人	<i>gaikokujin</i>	foreigner
がいじん 外人	<i>gaijin</i>	foreigner (can be derogatory)

Verbs

いわない いいます	<i>i-imasu (iw-anai)</i>	is called, say
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Phrase particles

って	<i>tte</i>	[topic particle]
----	------------	------------------

Special expressions

Xのこと	Noun _X + <i>no koto</i>	it's a matter of X; it means X
なるほど。	<i>naruhodo</i>	Oh, I see now.
まあ	<i>maa</i>	I guess (non-committal)

かくちょう

拡張 **Kakuchoo Expansion**

- 1 Find out from a Japanese associate or friend the name of your school, university, or workplace in Japanese.
- 2 Do you speak languages other than those listed in the vocabulary section above? Make an intelligent guess as to what that language is called in Japanese and see if your guess was right by checking a reliable source.
- 3 Find out from a Japanese associate or friend how they would refer to your nationality if it isn't included in those provided here.
- 4 Find the Japanese expressions that correspond to various acronyms that are used frequently in your surroundings (e.g., JAL, JETRO, DNA) by telling what each acronym stands for in English, then asking what it is called in Japanese. You don't necessarily have to remember the full term in Japanese (that's what the acronyms are for!), but see if you can repeat the term once. Do this in Japanese.
- 5 Ask a Japanese exchange student or Japanese college graduate what kinds of circles and clubs there were at his or her home university. Do this in Japanese.
- 6 Ask a Japanese friend or acquaintance that is familiar with English what a certain word in English would be in Japanese.

Behind the Scenes

BTS 1 Pronouncing the alphabet

You should learn what the Roman alphabet sounds like in Japanese, since you may have to spell your name or provide other kinds of alphabetic information (email addresses, ticket confirmations, etc.). Listen to the accompanying sound file to help you learn the letters. All of these have the accent on the first mora.



えい
a ei
びい
b bii
しい
c shii
でいい
d dii
いい
e ii
えふ
f efu
じい
g jii

えいち
h eichi
あい
i ai
じええ
j jee
けい
k kei
える
l eru
えむ
m emu
えぬ
n enu

おお
o oo
ぴい
p pii
きゅう
q kyuu
あある
r aaru
えす
s esu
ていい
t tii
ゆう
u yuu

づいい
v vii
だぶりゅう
w daburyuu
えつくす
x ekkusu
わい
y wai
ぜつと
z zetto

BTS 2 Nouns modifying Nouns: Noun_A の・な Noun_B Noun_A no/na Noun_B

When one Noun describes another, there are two possible patterns.

a. Nouns that use *no*

Some Nouns describe other Nouns with the Particle *no*: *watashi no keitai* ‘my cell phone,’ *nihongo no sensei* ‘the Japanese teacher’ (contrast *sensei no nihongo* ‘the teacher’s Japanese’). The relationship between the first and second Nouns varies, but it is always the second Noun that is being described in some way by the first. The resulting phrase may indicate possession (*watashi no keitai* ‘my cell phone’), location (*Nihon no gakkoo* ‘schools in Japan’), or it may serve to further specify which person or thing you mean (*Nihon no Ueno-san* ‘the Ueno-san who is in Japan’ (contrast *Amerika no Kanda-san* ‘the Kanda-san who is in the US’). In this Scene you see this pattern used to describe people’s affiliations—with their school, place of work, etc. Noun_A is the affiliation and Noun_B is the person or thing that can be identified in terms of Noun_A.

Here are some other examples.

とうきょうだいがく まつうら
東京大学の松浦です。

Tookyoo-daigaku no Matsuura desu.

I am Matsuura from Tokyo University.

とよた ちよう
トヨタの張です。

Toyota no Choo desu.

I am Cho from Toyota.

こうこう せんせい
高校の先生じゃない
ですか？

Kookoo no sensei ja nai desu ka?

Aren’t you a high school teacher?

だいがく がくせい
大学の学生です。
がくせい きあくる
学生のサークル

Daigaku no gakusei desu.

She is a student at a university.

gakusei no saakuru

student club

The number of Nouns (sometimes with Adjectives) that might describe another Noun is not limited (except by memory). Consider the following examples:

かいしゃ かん だ ぼ そ こ ん 会社の神田さんのパソコン	<i>kaisha no Kanda-san no pasokon</i>	the computer of Kanda-san from the office
もり す ぼ そ こ ん き い ぼ お ど モリスさんのパソコンのキーボード	<i>Morisu-san no pasokon no kiibodo</i>	the keyboard from Morris-san's personal computer
かいしや ふる な ま え あの会社の古い名前	<i>ano kaisha no furui namae</i>	the old name of that company

b. Nouns that use *na*

A smaller set of Nouns describe other Nouns with the Particle *na*: *kirei na nihongo* ‘beautiful Japanese,’ *suki na sensei* ‘the teacher that I like.’ These will be called “*na* Nouns.” All *na* Nouns are intangible, but not all intangibles are *na* Nouns. All *na* Nouns will be followed by (*na*) in the glossary to distinguish them from other Nouns.

だいじょうぶ くすり 大丈夫な薬	<i>daijoubu na kusuri</i>	medicine that is sure or safe
おもしろ さ あ く る 面白そうなサークル	<i>omoshirosoo na saakuru</i>	a club that looks interesting
きれいな ほんご きれいな日本語	<i>kirei na nihongo</i>	beautiful Japanese
しつれい えいご 失礼な英語	<i>shitsurei na eigo</i>	English that is rude

に ほん ご な ん
BTS 3 日本語で何といいますか?
Nihongo de nan to iimasu ka?
‘What’s it called in Japanese?’ or
‘What would it be called in Japanese?’

You will almost certainly want to ask what things are called in Japanese. This is what it means to be a language learner. In this question—*Nihongo de nan to iimasu ka?*—you see some familiar elements: *Nihongo* ‘Japanese,’ *nan* ‘what,’ *ka* (question Particle). You also see some elements that you haven’t seen before: *iimasu* ‘be called, say,’ along with two new Particles: *de* and *to*. These will be analyzed later. For now, here is how this pattern is used.

しゅく だい 宿題といいます。	<i>Shukudai to iimasu.</i>	It’s called <i>shukudai</i> (homework).
に ほん ご ま く ど な る ど 日本語でマクドナルドといいます。	<i>Nihongo de Makudonarudo to iimasu.</i>	It’s called <i>Makudonarudo</i> (McDonald’s [restaurant]) in Japanese.

BTS 4 Phrase Particle って *tte*

In casual speech and informal written genres like email and text (not in formal writing!) you will very often hear (or see) Japanese speakers pick up a topic and comment on or ask about it with Phrase Particle *tte*.

にほん だいがく たか
日本の大学って高いですか？

*Nihon no daigaku tte takai
desu ka?*

Are universities in Japan
expensive?

じやん べ きんだいがく がくせい
張さんって北京大学の学生です
ね？

*Choo-san tte Pekin-Daigaku
no gakusei desu ne?*

Cho-san is a Peking
University student, right?

The Particle *tte* with question intonation can also be used to echo what someone just said when you don't know what it means or aren't clear about what you are supposed to conclude.

じ え え る し い
ジェーエルシーって？
来ませんって？
高いって？

*Jee-eru-shii tte?
Kimasen tte?
Takai tte?*

(What do you mean by) JLC?
Isn't coming? (What do you mean by that?)
It's expensive? (What do you mean by
“expensive?”)

BTS 5 Noun_x + のこと Noun_x + *no koto* a matter of Noun_x

The combination of a Noun plus *no koto* means something like ‘a matter of N.’ This is frequently used in explanations, as you see in this Scene when Amy explains what ‘JLC’ means:

Japanese Language Club *no koto desu*. It means ‘Japanese Language Club.’

Combining the previous pattern [Noun *tte*] with this phrase, you might hear:

じ え え る し い
ジェーエルシーって Japanese
Language Clubのことです。
エミリーって、ってエミリー・リンさ
んのことですか？
あい え ん え ふ
アイエムエフって International
Monetary Fund のことですが、
にほんご なん
日本語で何といいますか？

*Jee-eru-shii tte Japanese
Language Club no koto desu.
Emirii tte Emirii Rin-san no
koto desu ka?
Ai-emu-efu tte, International
Monetary Fund no koto desu
kedo, Nihongo de nan to
iimasu ka?*

JLC means Japanese
Student Organization.
By Emirii, do you mean
Emily Lin?
IMF means International
Monetary Fund, but
what do you call it in
Japanese?

**BTS 6 ああ、なるほど。 *Aa, naruhodo.*
Oh, of course.**

The word *naruhodo* has a number of English equivalents. It is a verbal response to the light suddenly dawning when you finally understand what the other person said—new information, an explanation, a joke—often something that is self-evident. English equivalents include ‘I see,’ ‘that makes sense,’ ‘of course.’ Here you see it in response to an explanation of “JLC.”

Now go to the Activity Book for ^{れんしゅう}練習 *Renshuu* Practice and ^{うでだめ}腕し試 *Udedameshi* Tryout.

Note

- 1 The kanji for a common Chinese last name (張) is pronounced “Zhang” in China (and the US), but “Choo” in Japan.

Scene 3-2 いまなんじ 今何時ですか？ *Ima nan-ji desu ka?* What time is it now?

Amy Johnson is talking to Takashi, a Japanese student studying at her university. They are about to have a meeting, and Amy checks the time. (Remember, Japanese people expect things to start on time.)



The script

エイミー えい み い	たかし 孝
いま なんじ 今 何時ですか？	に じ はん 2時半ごろじゃないですか？ [after checking] あ、やっぱり、2時半ですね。
じゃあ、行きましょう。	じ え え む す くん た なか ジェームス君と田中さんは？
あ、ジェームス君と田中さんですか？ きょう やす 今日はお休みです。	

Eimii	Takashi
<i>I'ma 'na'n-ji desu ka?</i>	<i>Ni'-jihan go'ro ja 'na'i desu ka?</i> [after checking] <i>A, ya'ppa'ri, ni'-jiha'n desu ne.</i>
<i>Ja'a, i'kimasho'o.</i>	<i>Je'emusu-kun to Ta'naka-san wa?</i>
<i>A, Je'emusu-kun to Ta'naka-san de'su ka?</i> <i>Kyo'o wa o'yasumi de'su.</i>	

Amy	Takashi
What time is it now?	Isn't it around 2:30? [after checking] Oh, sure enough, it's 2:30.
Well, then, let's go.	What about James and Tanaka-san?
Oh, James and Tanaka-san? They are off today.	



たん び ひょうげん

単語と表現 *Tango to hyoogen* Vocabulary and expressions

Nouns

なん じ 何時	<i>nanji</i>	what time
まえ 前	<i>mae</i>	before
すぎ 過ぎ	<i>sugi</i>	past, beyond
じゅぎょう 授業	<i>jugyoo</i>	class
かいぎ 会議	<i>kaigi</i>	meeting
やすみ (お)休み	<i>(o)yasumi</i>	day off, vacation
びょうき 病 氣	<i>byooki</i>	sick

Verbs

かえ 帰ります (帰らない)	<i>kaer-imasu (kaer-anai)</i>	return (home)
まちます (待たない)	<i>mach-imasu (mat-anai)</i>	wait
べんきょう 勉強します (しない)	<i>benkyoo-shimasu</i>	study
しごと 仕事します (しない)	<i>shigoto-shimasu</i>	work
しゅくだい 宿題します (しない)	<i>shukudai-shimasu</i>	do homework
じゅぎょう 授業します (しない)	<i>jugyoo-shimasu</i>	conduct a class
かいぎ 会議します (しない)	<i>kaigi-shimasu</i>	hold a meeting

Classifiers

Time expressions

いち じ 1 時	<i>ichi-ji</i>	1:00	じゅうさん じ 1 3 時	<i>juusan-ji</i>	13:00
に じ 2 時	<i>ni-ji</i>	2:00	じゅうよ じ 1 4 時	<i>juuyo-ji</i>	14:00
さん じ 3 時	<i>san-ji</i>	3:00	じゅうご じ 1 5 時	<i>juugo-ji</i>	15:00
よ じ 4 時	<i>yo-ji</i>	4:00	じゅうろく じ 1 6 時	<i>juuroku-ji</i>	16:00
ご じ 5 時	<i>go-ji</i>	5:00	じゅうしち じ 1 7 時	<i>juushichi-ji/</i>	17:00
			じゅうなな じ 1 7 時	<i>juunana-ji</i>	
ろく じ 6 時	<i>roku-ji</i>	6:00	じゅうはち じ 1 8 時	<i>juuhachi-ji</i>	18:00
しち じ 7 時	<i>shichi-ji/</i>	7:00	じゅうく じ 1 9 時	<i>juuku-ji</i>	19:00
なな じ 7 時	<i>nana-ji</i>				

はち じ 8 時	<i>hachi-ji</i>	8:00	にじゅう じ 2 0 時	<i>nijuu-ji</i>	20:00
く じ 9 時	<i>ku-ji</i>	9:00	にじゅういち じ 2 1 時	<i>nijuuichi-ji</i>	21:00
じゅう じ 10 時	<i>juu-ji</i>	10:00	にじゅうに じ 2 2 時	<i>nijuuni-ji</i>	22:00
じゅういち じ 1 1 時	<i>juuichi-ji</i>	11:00	にじゅうさん じ 2 3 時	<i>nijuusan-ji</i>	23:00
じゅうに じ 1 2 時	<i>juuni-ji</i>	12:00	にじゅうよ じ 2 4 時	<i>nijuuyo-ji</i>	24:00 (midnight)
			れい じ 0 時	<i>rei-ji</i>	0:00 (midnight)

Phrase particles

X は	X <i>wa</i>	as for X
X と Y	X <i>to</i> Y	X and Y

Special expressions

やっぱり	<i>yappari</i>	as expected, sure enough
TIME + ごろ	TIME + <i>goro</i>	about TIME
X 時半 (2:30)	<i>X-ji-han</i>	half past (hour X) (2:30)

かくちょう

拡張 **Kakuchoo Expansion**

- 1 Find the Japanese expressions to refer to objects in your surroundings that are essential to your daily activities, then practice saying the word until your partner seems comfortable with your pronunciation.
- 2 Find out which smartphone applications are most popular in Japan.

Behind the Scenes

BTS 7 [Noun + は] and [Noun + Phrase Particle + は] [Noun + *wa*] and [Noun + Phrase Particle + *wa*]

You saw the Phrase Particle *wa* in Act 2 Scene 6 as it introduces a Noun in contrast to some other (already understood) option. In the current Scene, Takashi asks about two other students: *Jeemusu-kun to Tanaka-san wa?* This illustrates the primary function of *wa* which is to pick a Noun out of some larger group of items that we most typically understand or know about from the context. For this reason, *wa* never follows a question word such as *nani* or *dore*. A good English translation of *wa* often involves bringing the *wa* Noun to

the front of the sentence and then commenting on it (see the examples below). Here are examples illustrating four possible relationships between Nouns with *wa* and the rest of a Sentence:

• Time

あしたはできないですよ。	<i>Ashita wa dekinai desu yo.</i>	Tomorrow I can't do it (though I may be able to do it some other day).
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• Subject

わたし がくせい 私は学生じゃありません。	<i>Watashi wa gakusei ja arimasen.</i>	I (at least) am not a student (although someone else may be).
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• Object

すしは食べますけど.....。	<i>Sushi wa tabemasu kedo ...</i>	Sushi, I eat, but ... (maybe not the other things that are Japanese).
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• Quantity

ちょっとはわかりますけど.....。	<i>Chotto wa wakarimasu kedo ...</i>	I understand a little, but ...
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Particle *wa* is often called a topic particle, but recall that *tte* is also used to introduce a topic in speech or casual writing. (Keep in mind, too, that there are other ways of introducing a topic, such as *X desu ga* ... 'About X ...'). How is *wa* different from *tte*? For one thing, in using [Noun_x *wa*], the speaker is clear about what defines or what is included in Noun_x. [Noun_x *tte*], on the other hand, is vaguer—the speaker isn't exactly sure what defines the category. Secondly, *tte* suggests emotional or psychological involvement in Noun_x. Consider the following example with *tte* rather than *wa*, where *tte* shows heightened curiosity or excitement.

A: あちら、 ^{さとう} 佐藤さんです。	A: <i>Achira, Satoo-san desu.</i>	A: That over there is Sato-san.
B: え? ^{さとう} 佐藤さん? ^{さとう} 佐藤さんって、あのCEOの ^{さとう} 佐藤さんですか?	B: <i>E? Satoo-san? Satoo-san tte ano CEO no Satoo-san desu ka?</i>	B: What? Sato-san? Sato-san means the Sato-san who is the CEO?

Moreover *tte* will never be used in the contrastive sense that *wa* has. In the following exchange, *tte* is not possible.

A: あ、これ、 ^{こおひい} コーヒーじゃないですね。	A: <i>A, kore, koohii ja nai desu nee.</i>	A: Oh, this isn't coffee.
B: ああ、 ^{こおひい} コーヒーはあちらです。	B: <i>Aa, koohii wa achira desu.</i>	B: Ah, the coffee is over there.

BTS 8 Verb stem 〜ましょう *-mashoo* forms

The *-mashoo* form is made by adding *-mashoo* to the Verb stem. The stem is the *-masu* form minus *-masu*. A Verb in its *-mashoo* form means ‘let’s’ or ‘why don’t we/I.’ Context usually makes clear which is intended.

の 飲みましょう。	<i>Nomimashoo.</i>	Let’s drink it. / Why don’t I drink it.
い 言いましょう。	<i>Imashoo.</i>	Let’s tell them. / Let’s say it.
はじ 始めましょう。	<i>Hajimemashoo.</i>	Let’s begin.

The addition of question Particle *ka* (*-mashoo ka*) with falling intonation invites the listener to agree to the suggestion—‘shall we/I?’

た 食べましょうか。	<i>Tabemashoo ka.</i>	Let’s eat, shall we?
い 言いましょうか。	<i>Imashoo ka.</i>	Shall we/I tell/say it?
はじ 始めましょうか。	<i>Hajimemashoo ka.</i>	Let’s begin, shall we?

It is also possible to combine a question word (such as *dore* or *doo*) with a *-mashoo* form (with or without *ka*) to pose a question that seeks collaboration.

どれつか どれ使いましょうか。	<i>Dore tsukaimashoo ka.</i>	Which one shall we use?
どう どうしましょう。	<i>Doo shimashoo.</i>	What shall I do?
そう そうしましょう。	<i>Soo shimashoo.</i>	Let’s do it that way.

Note in this last example that Japanese uses *doo* ‘how’ rather than *nan* ‘what.’

BTS 9 Time expressions and classifiers

じ はん
〜時、〜時半
-ji, -ji-han

In Japanese, numbers rarely occur by themselves (except when doing math or listing numbers in a sequence—in a test or workbook exercise, for example). Instead they combine with “classifiers” that tell what is being counted. The classifier for naming hours on the clock is *-ji*. Especially for scheduling, Japan uses a 24-hour clock, so the afternoon hours continue after 12:00 *juuni-ji* (12:00 p.m.) with 13:00 *juusan-ji* (1:00 p.m.), 14:00 *juuyo-ji* (2:00 p.m.), 15:00 *juugo-ji* (3:00 p.m.), etc. with midnight being 0:00 or *rei-ji*. The question word for “what time” is *nan-ji*.

The numbers that combine with *-ji* are derived from Chinese, with the exception of 4:00 and 7:00. The Chinese-derived word for 4 is *shi*, which is homonymous with the word for

death and is therefore unlucky (much as the number thirteen is avoided in Western cultures). *Shi* is used only when doing math or listing numbers in a sequence. Instead, with clock time, you hear the Japanese number, *yo-ji*. Similarly, the word for 7, *shichi*, is easily confused with *shi*, so the Japanese number *nana* often substitutes. Both *shichi-ji* and *nana-ji* are acceptable for 7:00.

いま なん じ 今何時ですか？	<i>Ima nan-ji desu ka?</i>	What time is it now?
よ じ 4時じゃありませんか？	<i>Yo-ji ja arimasen ka?</i>	Isn't it 4:00?

Half hours are indicated by adding *-han* to the hour: *ichi-ji-han* '1:30,' *ni-ji-han* '2:30,' etc.

よ じ はん 4時半じゃありませんか？	<i>Yo-ji-han ja arimasen ka?</i>	Isn't it 4:30?
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Uncertain or approximate time is indicated by adding *-goro* to the time. Examples:

じゅぎょう に じ はん 授業、2時半ごろですね？	<i>Jugyoo, ni-ji-han goro desu ne?</i>	Your class is at about 2:30, isn't it?
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Japanese people tend to be very particular about time (in a country where trains run consistently on schedule). People arrive promptly for appointments, events start at the scheduled time, and it is considered rude to be late for appointments. At the office, subordinates are expected to arrive early and be ready and waiting when events start.

BTS 10 Phrase Particle *to*

The Particle *to* is used to connect Nouns to mean something very close to English 'and' or 'with.'

に ほん あ め り か 日本とアメリカ	<i>Nihon to Amerika</i>	Japan and America
まん が あ に め マンガとアニメ	<i>manga to anime</i>	Comics and anime
す ず き せん せい ち ょ う 鈴木先生と張さんと松浦さん	<i>Suzuki-sensei to Choo-san to Matsuura-san</i>	Prof. Suzuki, Cho-san, and Matsuura-san

There is no limit to the number of Nouns connected, but the number rarely goes above three or four. A major difference between English 'and' and Japanese *to* is that *to* can be used to list only Nouns. It cannot be used to list Adjectives, Verbs, or any other kind of sentence.

BTS 11 やっぱり *Yappari*

The word *yappari* has a number of English equivalents: 'as expected,' 'sure enough,' 'I thought so,' 'now that I think about it.' The implication is that something happened as expected or that you have come to a conclusion after due consideration. In this Scene,

Takashi guesses that it's about 2:30, and after checking his watch sees that it is indeed 2:30 and says, *Yappari 2:30 desu*. 'Sure enough, it's 2:30.' If you hear about a particularly interesting class, then hear that it is your teacher, you might say, *Yappari Suzuki-sensei desu*. 'Just as you might expect, it's Prof. Suzuki.' Here are some other examples:

やっぱ ^{むずか} り 難 ^い しいですか？	<i>Yappari muzukasii desu ka?</i>	Is it difficult (just as you thought it would be)?
やっぱ ^い り おいしいですね！	<i>Yappari oishii desu ne!</i>	It's delicious (just as we thought it would be), isn't it!
と ^{とお} く 遠くないですか？う～ん、やっぱ ^{とお} り ちよっと遠い ^い ですよ。	<i>Tooku nai desu ka? Unnn, yappari chotto tooi desu yo.</i>	Isn't it far? Hmmm, after all it is far!

There is a more formal equivalent of *yappari* that you are likely to see in writing: やはり *yahari*. You may also hear this in formal presentations. And there are two very informal forms of *yappari* that you are likely to hear especially from young people: やっぱ^ぱ *yappa* and やっぱ^{ぱし} *yappashi*. Be careful about using these when talking to superiors; they may see you as immature.

BTS 12 Negative questions with [Noun *desu*] or Adjectives

One use of negative questions (with rising intonation) is to indicate that you believe something might be the case.

A: 難 ^{むずか} しくないですか？	<i>Muzukashiku nai desu ka?</i>	Isn't it difficult?
B: ええ、難 ^{むずか} しいですよ。	<i>Ee, muzukashii desu yo.</i>	Yes, it certainly is!
A: 2時 ^に じゃないですか？	<i>Ni-ji ja nai desu ka?</i>	Isn't it 2:00?
B: ええ、2時 ^に ですね。	<i>Ee, ni-ji desu ne.</i>	Yes, it is, isn't it.

Note that the question is negative but the response in agreement will be affirmative in both exchanges.

This pattern is probably more frequent in Japanese than in English, because Japanese speakers tend not to make strong assertions unless they are absolutely sure. Even if you are sure, you run the risk of confrontation if the other person doesn't agree with you, so it's better to leave room for negotiation.

Now go to the Activity Book for 練習^{れんしゅう} *Renshuu* Practice and 腕試し^{うでだめ} *Udedameshi* Tryout.

Scene 3-3 「スマフォ」じゃなくて「スマホ」。
 “Sumafo” ja nakute sumaho.
 Not “sumafo,” sumaho.

Amy is asking Takashi about what something is called in Japanese.



The script

えいみい エイミー	たかし 孝
それ、日本語で何といいますか？	これ？スマホですが……。
え？	スマホ。
スマホ？	そう。スマートホン、スマホ。
ああ、なるほど。スマフォですね？	「スマフォ」じゃなくて、スマホ。
スマホですか？	そう、そう。

Eimii	Takashi
So're, ni'hongo de na'n to i'ima'su ka?	Ko're? Su'maho de'su ga . . .
E?	Su'maho.
Su'maho?	So'o. Su'maato'hon, su'maho.
Aa, na'ruhodo. Su'mafo de'su ne?	“Su'mafo” ja na'kute, su'maho.
Su'maho de'su ka?	So'o, so'o.

Amy	Takashi
What do you call that in Japanese?	This? It's a <i>sumaho</i> . . .
What?	<i>Sumaho</i> .
<i>Sumaho</i> ?	Right. <i>Sumaatohon</i> , <i>sumaho</i>
Oh, I get it. <i>Sumafo</i> , right?	Not “ <i>sumafo</i> ,” <i>sumaho</i> .
Is it <i>Sumaho</i> ?	Right, right.



たんご ひょうげん

単語と表現 *Tango to hyoogen* Vocabulary and expressions

Nouns

スマホ	<i>sumaho</i>	smartphone
鉛筆	<i>enpitsu</i>	pencil
ペン	<i>pen</i>	pen
シャーペン	<i>shaapen</i>	mechanical pencil
アプリ	<i>apuri</i>	app, application
ニュース	<i>nyuusu</i>	news

Special expressions

そう、そう。	<i>Soo, soo</i>	Right, right; Yes, yes.
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かくちょう

拡張 *Kakuchoo* Expansion

What stationery items or gadgets do you and people around you use regularly? Find out from a Japanese associate or friend what they are called and practice their pronunciation.

Behind the Scenes

BTS 13 Conversational strategies

a. Question え? *E?* What?

The question word *E?* is used when you don't understand what the other person said and want them to repeat or explain. A more polite equivalent of this is *Hai?* Be careful, because the question *E?* can also be used to indicate disbelief.

がいらいご BTS 14 外来語 *Gairaigo* Loanwords

You have already encountered many Japanese loanwords—words, and sometimes phrases, that are imported into Japanese from other languages. Overwhelmingly, contemporary Japanese loanwords come from English, but there are many loanwords from other languages, too. Keep in mind that when words are borrowed, they are “Japanized” to fit the Japanese sound system. That is, they change to fit the mora structure of Japanese, and their accent may change unpredictably. Thus ‘McDonald’s’ becomes マクドナルド *ma¹kudona¹rudo*, ‘apple pie’ becomes アップルパイ *a¹ppu¹ru-pai*, etc. Do not try to predict what will happen to the pronunciation of words when they enter Japanese; there are patterns that we can observe, but there are also many exceptions. Note, for example, that ハンバーグ *hanbaagu* refers to a cooked patty of ground beef eaten as a main course while a meat patty in a bun is called ハンバーガー *hanbaagaa*. Similarly, the meaning of words can change dramatically when they go from another language into Japanese. English ‘smart,’ borrowed as スマート *sumaato* means ‘slim and good-looking’; ‘claim,’ borrowed as クレーム *kureemu* means ‘complaint’; コンセント *konsento* means ‘electrical outlet’ (from ‘concentric plug’). Even phrases are borrowed into Japanese as single units. For example, ノープロBLEM *noopuroburemu* ‘no problem,’ オンデマンド *ondemando* ‘on demand,’ and ドンマイ *donmai* ‘don’t worry about it’ (from ‘don’t mind’). Remember, too, that simply because a Japanese speaker uses loanwords, it doesn’t mean that he or she speaks English. It is best not to switch to English unless your host encourages you to do so.

Now go to the Activity Book for 練習 *Renshuu* Practice and 腕試し *Udedameshi* Tryout.

Scene 3-4 ^{いっしょ}一緒にしませんか? *Issho ni shimasen ka?* Would you like to do it together?

Yagi-bucho, invites Sasha to join her and Kanda-san for tennis.



The script

やぎ 八木	さあしや サーシャ
あさって、 ^{じかん} 時間ありますか?	はい。
^{かんだ} 神田さんと ^{いっしょ} 一緒に ^{てにす} テニスしませんか?	いいですねえ。ありがとうございます! ^{あさ} 朝ですか?
そう。 ^{あさ} 朝の ^{しち} 7時 ^じ 15分 ^{じゅうごふん} だけけど……。	^{ごぜんしち} 午前7時 ^じ 15分 ^{じゅうごふん} !
^{はや} 早いですか?	あ、いえ、あさってですね? (Checking calendar) ^{おっけえ} オッケーです。
じゃあ ^{しち} 7時 ^じ 15分 ^{じゅうごふん} に。 ^{げんち} 現地で。	よろしく ^{ねが} お願いします。

Yagi	Saasha
<i>A'sa'tte, ji'kan arima'su ka?</i>	<i>Ha'i.</i>
<i>Ka'nda-san to issho ni te'nisu shi'mase'n ka?</i>	<i>I'i desu nee. A'ri'gato go'zaima'su! A'sa desu ka?</i>
<i>So'o. A'sa no shi'chi'-ji 'ju'u'go'-fun da kedo...</i>	<i>Go'zen shi'chi'-ji 'ju'u'go'-fun!</i>
<i>Ha'ya'i desu ka?</i>	<i>A, i'e, a'sa'tte desu ne. (Checking calendar) 'O'kkee desu.</i>
<i>Ja', shi'chi'-ji 'ju'u'go'-fun ni. Ge'nchi de.</i>	<i>Yo'roshiku onegai-shima'su.</i>

Yagi	Sasha
Do you have time the day after tomorrow?	Yes.
Do you want to play tennis with Kanda-san?	Great. Thanks! In the morning?

Yagi	Sasha
Right. It's at 7:15 in the morning, but . . .	7:15 in the morning!
Is that early?	Oh, no, that's the day after tomorrow, right? (Checking calendar) Okay.
So then, at 7:15. On the court.	I look forward to it.



たんご ひょうげん

単語と表現 *Tango to hyoogen* Vocabulary and expressions

Nouns

じかん 時間	<i>jikan</i>	time
あさって	<i>asatte</i>	day after tomorrow
こんど 今度	<i>kondo</i>	next (upcoming) time
つぎ 次	<i>tsugi</i>	next, following
しゅうまつ 週末	<i>shuumatsu</i>	weekend
ごぜん 午前	<i>gozen</i>	morning, a.m.
ごご 午後	<i>gogo</i>	afternoon, p.m.
あさ 朝	<i>asa</i>	morning
ばん 晩	<i>ban</i>	evening
だめ(な)	<i>dame (na)</i>	bad, useless, problematic
いっしょ 一緒	<i>issho</i>	together
みんな	<i>minna</i>	everyone, all
てにす テニス	<i>tenisu</i>	tennis
ごるふ ゴルフ	<i>gorufu</i>	golf
さつかあ サッカー	<i>sakkaa</i>	soccer
げんち 現地	<i>genchi</i>	the place (we agree on)
としょかん 図書館	<i>toshokan</i>	library

Verbs

はな 話します(話さない)	<i>hanash-imasu (hanas-anai)</i>	talk
あ 会います(会わない)	<i>a-imasu (aw-anai)</i>	meet, see
み 見ます(見ない)	<i>mi-masu (mi-nai)</i>	look, watch

Adjectives

はや 早い	hayai	early
おそ 遅い	osoi	late

Phrase particles

PLACE で	PLACE <i>de</i>	[location of activity]
TIME に	TIME <i>ni</i>	[point of time]

Classifiers (time expressions)

ふん・ぶん ～分	-fun/pun	classifier for naming and counting minute(s) (after the hour)			
1 分	ip-pun	にじゅういつ ぶん	nijuu ip-pun	よんじゅういつ ぶん	yonjuu ip-pun
2 分	ni-fun	にじゅうに ぶん	nijuu ni-fun	よんじゅうに ぶん	yonjuu ni-fun
3 分	san-pun	にじゅうさん ぶん	nijuu san-pun	よんじゅうさん ぶん	yonjuu san-pun
4 分	yon-pun/yon-	にじゅうよん ぶん	nijuu yon-pun/	よんじゅうよん ぶん	yonjuu yon-pun/
よんぶん 4 分	fun	にじゅうよん ぶん	nijuu yon-fun	よんじゅうよん ぶん	yonjuu yon-fun
5 分	go-fun	にじゅうご ぶん	nijuu go-fun	よんじゅうご ぶん	yonjuu go-fun
ろつ ぶん 6 分	rop-pun	にじゅうろつ ぶん	nijuu rop-pun	よんじゅうろつ ぶん	yonjuu rop-pun
しち ぶん ななぶん 7 分 7 分	shichi-fun/ nana-fun	にじゅうなな ぶん	nijuu nana-fun	よんじゅうなな ぶん	yonjuu nana-fun
はつ ぶん 8 分	hap-pun	にじゅうはつ ぶん	nijuu hap-pun	よんじゅうはつ ぶん	yonjuu hap-pun
きゅう ぶん 9 分	kyuu-fun	にじゅうきゅう ぶん	nijuu kyuu-fun	よんじゅうきゅう ぶん	yonjuu kyuu-fun
じゅう ぶん 10 分	jup-pun	さんじゅう ぶん	sanjup-pun	ごじゅう ぶん	gojup-pun
じゅういつ ぶん 11 分	juu ip-pun	さんじゅういつ ぶん	sanjuu ip-pun	ごじゅういつ ぶん	gojuu ip-pun
じゅうに ぶん 12 分	juu ni-fun	さんじゅうに ぶん	sanjuu ni-fun	ごじゅうに ぶん	gojuu ni-fun
じゅうさん ぶん 13 分	juu san-pun	さんじゅうさん ぶん	sanjuu san-pun	ごじゅうさん ぶん	gojuu san-pun
じゅうよん ぶん 14 分	juu yon-pun/	さんじゅうよん ぶん	sanjuu yon-pun/	ごじゅうよん ぶん	gojuu yon-pun/
じゅうよん ぶん 14 分	juu yon-fun	さんじゅうよん ぶん	sanjuu yon-fun	ごじゅうよん ぶん	gojuu yon-fun
じゅうご ぶん 15 分	juu go-fun	さんじゅうご ぶん	sanjuu go-fun	ごじゅうご ぶん	gojuu go-fun

じゅうろっぶん 1 6 分	<i>juu rop-pun</i>	さんじゅうろっぶん 3 6 分	<i>sanjuu rop-pun</i>	ごじゅうろっぶん 5 6 分	<i>gojuu rop-pun</i>
じゅうななぶん 1 7 分	<i>juu nana-fun</i>	さんじゅうななぶん 3 7 分	<i>sanjuu nana-fun</i>	ごじゅうななぶん 5 7 分	<i>gojuu nana-fun</i>
じゅうはっぶん 1 8 分	<i>juu hap-pun</i>	さんじゅうはっぶん 3 8 分	<i>sanjuu hap-pun</i>	ごじゅうはっぶん 5 8 分	<i>gojuu hap-pun</i>
じゅうきゅうぶん 1 9 分	<i>juu kyuu-fun</i>	さんじゅうきゅうぶん 3 9 分	<i>sanjuu kyuu-fun</i>	ごじゅうきゅうぶん 5 9 分	<i>gojuu kyuu-fun</i>
にじゅっぶん 2 0 分	<i>nijup-pun</i>	よんじゅっぶん 4 0 分	<i>yonjup-pun</i>	ろくじゅっぶん 6 0 分	<i>rokujup-pun</i>
なんぶん 何分	<i>nan-pun/nan-</i>	what minute (of the hour)			
なんふん 何分	<i>fun</i>				

Special expressions

みんなで	<i>minna de</i>	all together
またあとで	<i>mata ato de</i>	again later
おっけえ オッケー	<i>okkee</i>	okay

かくちょう

拡張 *Kakuchoo* Expansion

- 1 What are common sport activities that people around you do on weekends? Find out, using the appropriate Japanese strategy, what you would call them in Japanese.
- 2 Think of one or two recreational activities you do frequently. Find out from a Japanese associate or friend what they are called and practice their pronunciation.

Behind the Scenes

BTS 15 PLACE + で PLACE + *de*

A place Noun followed by Particle *de* designates the location where some activity takes place:

としょかん
図書館で読みました。

Toshokan de yomimashita.

I read it in the library.

ちい こんびに か
小さいコンビニで買いました。

*Chisai konbini de
kaimashita.*

We bought it at a small
convenience store

み い て い ん ぐ たなか
ミーティングは田中さんのお
宅であります。

*Miitingu wa Tanaka-san no
otaku de arimasu.*

The meeting will take place at
Tanaka-san's residence.

BTS 16 ^{おも}思いやり *Omoiyari*: negotiating a time for an activity

In this Scene, Ms. Yagi and Sasha are negotiating a time to meet. Each is careful not to insist on a particular time, listening to the needs and convenience of the other person. Once they settle on a date, they reconfirm the details of when and where they will meet. This concern for the other person is part of *omoiyari* ‘consideration,’ a highly valued trait in Japan. It refers to understanding, respect, acceptance, and attentiveness to others. The word *omoiyari* is used in public safety campaigns, volunteer efforts, environment and sustainability drives, and even marketing. According to research, it is one of the characteristics of a well socialized person.

BTS 17 X と ^{いっしょ}一緒に *Noun_x to issho ni*

Noun_x to issho ni means ‘together with X.’ X might be a person, as you see in this conversation: *watashi to issho ni* ‘together with me.’

It might also be a thing:

この^{ちゃ}お茶、^{くつきい}クッキーと^{いっしょ}一緒にいただきます。

Kono ocha, kukkii to issho ni itadakimasu.

We’ll drink this tea with the cookies.

この^{しゃあ}シャーペン、^{べん}ペンと^{いっしょ}一緒に^か買います。

Kono shaapen, pen to issho ni kaimasu.

I’ll buy this mechanical pencil along with a pen.

BTS 18 *Noun* だ *Noun da*

There is an informal form of *desu* that can appear after a *Noun*: *da*.

A: それ、^{にほんご}日本語？

Sore, nihongo?

Is that Japanese?

B: ^{にほんご}日本語だよ。

Nihongo da yo.

It is (Japanese)!

or

Nihongo yo.

It is (Japanese)!

B: ^{にほんご}日本語よ。

Recall from the previous Act that it is not unusual for *desu* to drop completely in informal speech at the end of a sentence (but not before *kedo*). In fact, as you see in the foregoing example *da* does not occur in questions. The response above without *da* sounds a bit softer—and therefore more feminine—than the corresponding sentence with *da*; sentence-final *da* sounds direct and sometimes abrupt.

The negative informal equivalent of [Noun *da*] is [Noun *ja nai*].

A: これ、何？

Kore, nani?

What's this?

B: 携帯じゃない？

Keitai ja nai?

Isn't it a cell phone?

BTS 19 Time expressions with classifier 分・分 -fun/-pun

The classifier for minutes in telling time is *-fun/-pun*. In telling time, the hour directly precedes minutes: *shichiji go-fun* '7:05.' Here you see the numbers through 60 as used on the clock for naming minutes. Note the following sound changes:

- 4 with this classifier is *yon* (*yon-pun*);
- *-fun* changes to *-pun* in combination with 1, 3, 4, 6, 8, and 10 (although this distinction is becoming blurred recently);
- the consonant morae *-ku* and *-chi* change to /p/ with 1, 6, and 8 (*ip-pun*, *rop-pun*, *hap-pun*);
- the number 10 changes to a double consonant: *jup-pun/jip-pun*.

BTS 20 Time + に *ni*

The Particle *ni* in combination with a time expression tells the point at which something will happen or happened. Clock time and calendar time expressions (which name a specific point) take *ni*:

5時前に行きましょう。

Go-ji mae ni ikimashoo.

Let's go before 5:00.

何時にできますか。

Nanji ni dekimasu ka.

At what time will you be able to finish it?

12時ごろに会います。

Juuni-ji goro ni aimasu.

I'll meet them at about 12:00.

A number of Nouns (*kyoo*, *kinoo*, *ashita*) have come up that are used to refer to “relative time”—that is, words that derive their meaning from their relationship to the present (now or today), as opposed to words that refer to dates or days of the week. These words do not take the time Particle に.

BTS 21 Incomplete Sentences: 7時15分に。 *Shichi-ji juugo-fun ni. At 7:15.*

It is common in spoken language to leave sentences unfinished, especially when the missing information is understood from the context. In this Scene, Yagi-san sums up their

discussion by repeating the important details: *Jaa, shichi-ji juugo-fun ni. Genchi de.* ‘So then, at 7:00. At the place.’ *Genchi* is the agreed-upon destination. There is no Verb in either sentence, and it would sound quite artificial if there were.

Now go to the Activity Book for ^{れんしゅう}練習 *Renshuu* Practice and ^{うでだめ}腕試し *Udedameshi* Tryout.

Scene 3-5 ^{たか}高くないですか？ *Takaku nai desu ka?* Isn't it expensive?

Sasha and Kanda-san are looking at the handwritten prices for displayed items at a craft shop.



The script

さ あ し ゃ サーシャ	かん だ 神田
これ、 ^{ひやくきゅうじゅうえん} 190円ですか？ ^{ななひやくきゅうじゅうえん} 790円ですか？	これですか？これは ^{なな} 7じゃないですかねえ。
へえ、 ^{いっこななひやくきゅうじゅうえん} 一個 ^{たか} 790円ですか。高くないですか？	そうですねえ。じゃあ、この ^{あか} 赤いのは？
あ、かわいいですね。いくらですか？	^{さんびやく ごじゅうえん} 350円です。

Saasha	Kanda
<i>Ko're, hya'ku kyuuju'u-en desu ka? na'na' hyaku kyuuju'u -en desu ka?</i>	<i>Ko're de'su ka? Ko're wa na'na ja 'na'i desu ka 'ne'e.</i>
<i>He'e, 'i'k-ko na'na'hyaku kyuuju'u-en desu ka. Ta'kaku 'na'i desu ka?</i>	<i>So'o desu nee. Ja'a, ko'no a'ka'i no wa?</i>
<i>A, ka'wai'i desu 'ne'. I'kura desu ka?</i>	<i>'Sa'nbyaku go'ju'u-en desu.</i>

Sasha	Kanda
Is this 190 yen or 790 yen?	This? Isn't this a 7?
Really? 790 yen for one. Isn't that expensive?	It is, isn't it. So then, how about this red one?
Oh, it's cute, isn't it. How much is it?	¥350.



たんご ひょうげん

単語と表現 *Tango to hyoogen Vocabulary and expressions*

Numbers

ぜろ・まる・れい

0

zero, maru, rei

Tens (adding 60 through 90)

じゅう

10

juu

よんじゅう

40

yonjuu

ななじゅう

70

nanajuu

にじゅう

20

nijuu

ごじゅう

50

gojuu

はちじゅう

80

hachijuu

さんじゅう

30

sanjuu

ろくじゅう

60

rokujuu

きゅうじゅう

90

kyuujuu

なんじゅう

何十

nan-juu

how many tens

Hundreds

ひゃく

100

hyaku

よんひゃく

400

yon-hyaku

ななひゃく

700

nana-hyaku

にひゃく

200

ni-hyaku

ごひゃく

500

go-hyaku

はっぴゃく

800

hap-pyaku

さんびゃく

300

san-byaku

ろっぴゃく

600

rop-pyaku

きゅうひゃく

900

kyuu-hyaku

なんびゃく

何百

nan-byaku

how many
hundreds

Two- and three-digit numbers (samples)

じゅうさん

13

juu san

はちじゅうはち

88

hachijuu hachi

きゅうじゅうなな

97

kyuujuu nana

ひゃくにじゅうさん

123

hyaku

ろっぴゃくきゅうじゅうよん

694

roppyaku

きゅうひゃくごじゅうなな

957

kyuuhyaku

nijuu san

kyuujuu yon

gojuu nana

Nouns

の

no

one(s)

さいふ さいふ

サイフ・財布

saifu

wallet

ちけつと

チケット

chiketto

ticket

ていしやつ

ティーシャツ

tii-shatsu

T-shirt

ほん

本

hon

book

の おと

ノート

nooto

notebook

いくら

ikura

how much

たくさん

takusan

a lot

3-5
何時ですか?

Adjectives

あか 赤い	<i>akai</i>	red
あお 青い	<i>aoi</i>	blue
くろ 黒い	<i>kuroi</i>	black
しろ 白い	<i>shiroi</i>	white
かわいい	<i>kawaii</i>	cute

Special expressions

へえ	<i>hee</i>	oh, yes? really?
ぜんぶ 全部でX	<i>zenbu de X</i>	X for everything; X all together
あか 赤いの	<i>akai no</i>	the red one
このX	<i>kono + Noun_X</i>	this X
そのX	<i>sono + Noun_X</i>	that X
あのX	<i>ano + Noun_X</i>	that X over there
どのX	<i>dono + Noun_X</i>	which X

Classifiers

えん 円	<i>en</i>	yen (Japanese currency)			
いちえん 1円	<i>ichi-en</i>	1 yen	ひゃくえん 100円	<i>hyaku-en</i>	100 yen
にえん 2円	<i>ni-en</i>	2 yen	にひゃくえん 200円	<i>nihyaku-en</i>	200 yen
さんえん 3円	<i>san-en</i>	3 yen	さんびゃくえん 300円	<i>sanbyaku-en</i>	300 yen
よえん 4円	<i>yo-en</i>	4 yen	よんひゃくえん 400円	<i>yonhyaku-en</i>	400 yen
ごえん 5円	<i>go-en</i>	5 yen	ごひゃくえん 500円	<i>gohyaku-en</i>	500 yen
ろくえん 6円	<i>roku-en</i>	6 yen	ろっぴゃくえん 600円	<i>roppyaku-en</i>	600 yen
ななえん 7円	<i>nana-en</i>	7 yen	ななひゃくえん 700円	<i>nanahyaku-en</i>	700 yen
はちえん 8円	<i>hachi-en</i>	8 yen	はっぴゃくえん 800円	<i>happyaku-en</i>	800 yen
きゅうえん 9円	<i>kyuu-en</i>	9 yen	きゅうひゃくえん 900円	<i>kyuuhyaku-en</i>	900 yen
じゅうえん 10円	<i>juu-en</i>	10 yen	なんえん 何円	<i>nan-en</i>	how many yen
どる ドル	<i>doru</i>	dollar(s) (U.S. currency)			
いちどる 1ドル	<i>ichi-doru</i>	1 dollar	ひゃくどる 100ドル	<i>hyaku-doru</i>	100 dollars
にどる 2ドル	<i>ni-doru</i>	2 dollars	にひゃくどる 200ドル	<i>nihyaku-doru</i>	200 dollars
さんどる 3ドル	<i>san-doru</i>	3 dollars	さんびゃくどる 300ドル	<i>sanbyaku-doru</i>	300 dollars

よん ど る 4ドル	<i>yon-doru</i>	4 dollars	よんひやく ど る 400ドル	<i>yonhyaku-doru</i>	400 dollars
ご ど る 5ドル	<i>go-doru</i>	5 dollars	ごひやく ど る 500ドル	<i>gohyaku-doru</i>	500 dollars
ろく ど る 6ドル	<i>roku-doru</i>	6 dollars	ろっぴやく ど る 600ドル	<i>roppyaku-doru</i>	600 dollars
なな ど る 7ドル	<i>nana-doru</i>	7 dollars	ななひやく ど る 700ドル	<i>nanahyaku-doru</i>	700 dollars
はち ど る 8ドル	<i>hachi-doru</i>	8 dollars	はっぴやく ど る 800ドル	<i>happyaku-doru</i>	800 dollars
きゅう ど る 9ドル	<i>kyuu-doru</i>	9 dollars	きゅうひやく ど る 900ドル	<i>kyuuhyaku-doru</i>	900 dollars
じゅう ど る 10ドル	<i>juu-doru</i>	10 dollars	なん ど る 何ドル	<i>nan-doru</i>	how many dollars

せんと セント	<i>sentō</i>	cent(s) (U.S. currency)			
いっせんと 1セント	<i>is-sentō</i>	1 cent	ろくせんと 6セント	<i>roku-sentō</i>	6 cents
にせんと 2セント	<i>ni-sentō</i>	2 cents	ななせんと 7セント	<i>nana-sentō</i>	7 cents
さんせんと 3セント	<i>san-sentō</i>	3 cents	はっせんと 8セント	<i>has-sentō</i>	8 cents
よんせんと 4セント	<i>yon-sentō</i>	4 cents	きゅうせんと 9セント	<i>kyuu-sentō</i>	9 cents
ごせんと 5セント	<i>go-sentō</i>	5 cents	じゅうせんと 10セント	<i>jus-sentō</i>	10 cents
なんせんと 何セント	<i>nan-sentō</i>	how many cents			

こ ～個	<i>ko</i>	classifier for counting small objects			
いっこ 1個	<i>ik-ko</i>	1 item	ろっこ 6個	<i>rok-ko</i>	6 items
にっこ 2個	<i>ni-ko</i>	2 items	ななこ 7個	<i>nana-ko</i>	7 items
さんこ 3個	<i>san-ko</i>	3 items	はちこ はっこ 8個 8個	<i>hachi-ko/hak-ko</i>	8 items
よんこ 4個	<i>yon-ko</i>	4 items	きゅうこ 9個	<i>kyuu-ko</i>	9 items
ごこ 5個	<i>go-ko</i>	5 items	じゅうこ 10個	<i>juk-ko</i>	10 items
			なんこ 何個	<i>nan-ko</i>	how many items

まい ～枚	<i>-mai</i>	classifier for counting thin, flat things			
いちまい 1枚	<i>ichi-mai</i>	1 sheet	ろくまい 6枚	<i>roku-mai</i>	6 sheets
にまい 2枚	<i>ni-mai</i>	2 sheets	ななまい 7枚	<i>nana-mai</i>	7 sheets
さんまい 3枚	<i>san-mai</i>	3 sheets	はちまい 8枚	<i>hachi-mai</i>	8 sheets
よんまい 4枚	<i>yon-mai</i>	4 sheets	きゅうまい 9枚	<i>kyuu-mai</i>	9 sheets
ごまい 5枚	<i>go-mai</i>	5 sheets	じゅうまい 10枚	<i>juu-mai</i>	10 sheets
			なんまい 何枚	<i>nan-mai</i>	how many sheets

ほん・ぽん・ぽん ～本	<i>hon/bon/pon</i>	classifier for counting long objects			
いっぽん 1本	<i>ip-pon</i>	1 length	ろっぽん 6本	<i>rop-pon</i>	6 lengths
にほん 2本	<i>ni-hon</i>	2 lengths	ななほん 7本	<i>nana-hon</i>	7 lengths

さんぽん 3本	<i>san-bon</i>	3 lengths	はっぽん 8本	<i>hap-pon</i>	8 lengths
よんぽん 4本	<i>yon-hon</i>	4 lengths	きゅうぽん 9本	<i>kyuu-hon</i>	9 lengths
ごほん 5本	<i>go-hon</i>	5 lengths	じゅうぽん 10本	<i>jup-pon</i>	10 lengths
			なんぽん 何本	<i>nan-bon</i>	how many long objects

さつ 〜冊	-satsu	classifier for counting bound volumes			
いっさつ 1冊	<i>is-satsu</i>	1 bound volume	ろくさつ 6冊	<i>roku-satsu</i>	6 bound volumes
にさつ 2冊	<i>ni-satsu</i>	2 bound volumes	ななさつ 7冊	<i>nana-satsu</i>	7 bound volumes
さんさつ 3冊	<i>san-satsu</i>	3 bound volumes	はっさつ 8冊	<i>has-satsu</i>	8 bound volumes
よんさつ 4冊	<i>yon-satsu</i>	4 bound volumes	きゅうさつ 9冊	<i>kyuu-satsu</i>	9 bound volumes
ごさつ 5冊	<i>go-satsu</i>	5 bound volumes	じゅうさつ 10冊	<i>jus-satsu, jis-satsu</i>	10 bound volumes
			なんさつ 何冊	<i>nan-satsu</i>	how many bound volumes

かくちょう

拡張 *Kakuchoo* Expansion

- 1 What currency is used where you grew up? Make an intelligent guess as to how it would be said in Japanese and see if you were right by checking with a Japanese associate or friend, then practice the pronunciation.
- 2 Find out the current exchange rate between dollars and yen. Where did you find the information? Keep track of how the exchange rate changes for five days.
- 3 Speak to someone who has lived in both Japan and the U.S. Find out if anything struck them as being relatively more or less expensive and what those things were.

Behind the Scenes

BTS 22 The *kono* series

This new *ko-so-a-do* series is used before Nouns and Noun Phrases:

このうち やまだ どの山田さんですか?	<i>kono uchi</i> <i>Dono Yamada-san desu ka?</i>	this house Which Yamada-san do you mean?
あの小さい図書館、きれい ちい としょかん ですねえ。	<i>Ano chiisai toshokan, kirei desu nee.</i>	That little library is beautiful, isn't it!

Note in the last example above that *ano* appears before an [Adjective + Noun] combination. This new series never appears directly before Noun *no* (see BTS note below), but it does occur before [Adjective + Noun] when the Noun is *no*:

そのちい小さいの、きれいですねえ。 *Sono chiisai no, kirei desu nee.* That small one is beautiful, isn't it!

BTS 23 X or Y?

When you want to ask which of two alternatives is the case, you use two questions in succession as a sentence.

Verbs

行きますか、行きませんか? *Ikimasu ka, ikimasen ka?* Are you going or not?

Adjectives

たか高いですか、やす安いですか? *Takai desu ka, yasui desu ka?* Is it expensive or cheap?

たか高いですか、たか高くないですか? *Takai desu ka, takaku nai desu ka?* Is it expensive or not?

Noun *desu*

ひ や く えん 100円ですか、ななひやくえん 700円で
すか? *Hyaku-en desu ka, nanahyaku-en desu ka?* Is it ¥100 or ¥700?

え い み エイミーですか、え み り い エミリーで
すか? *Eimii desu ka? Emirii desu ka?* 'Is it Amy or Emily?'
or 'Do you mean Amy or Emily?'

BTS 24 へ～ Hee

In Act 2 you saw an expression of surprise: *waa!* Here you see another expression of surprise: *hee*. These imply different reactions. *Waa* is used to indicate open cheerfulness or happiness in the face of something surprising. *Hee* is an indication of mild disbelief in response to new information. So in the foregoing conversation, Sasha is surprised (and not altogether happy) that the item under discussion is seven hundred yen.

BTS 25 Numbers through 999

Here you see the remaining numbers through 100 (*hyaku*) along with all hundreds. Note the following sound changes when 1 through 9 combine with *hyaku*: *sanbyaku* (300), *roppyaku* (600), *happyaku* (800).

The word for zero may be *zero*, *maru*, or *ree* depending on the context. You have seen that *rei* is used with classifiers *-ji* and *-fun*. *Maru* literally means ‘circle’ and you may hear it as a sign of approval (‘no errors’). Your teacher may circle correct answers on your quizzes and exams. You may also hear *marumaru* as a substitute for a Noun that the speaker doesn’t need to specify.

BTS 26 Classifiers ^{えん}円, ^{どる}ドル, ^{せん}と, ^こ個, ^{まい}枚, ^{ほん}本, ^{さつ}冊 *-en*, *-doru*, *-sento*, *-ko*, *-mai*, *-hon*, and *-satsu*

The classifier for Japanese currency is *en*; the classifiers for American currency are *doru* and *sento*. It is possible to say *nan-en* ‘how many yen?’ ‘*nan-doru* ‘how many dollars?’ and *nan-sento* ‘how many cents?’ but a more general word for ‘how much’ is *ikura*.

いち ど る なんえん
一ドル、何円ですか？

Ichi-doru, nan-en desu ka?

How many yen to a dollar?
(i.e. exchange rate)

これ、^ごどる^ごじゅう^{きゅう} ^{せん}と ^とです。 *Kore, go-doru gojuu kyuu-sento desu.* This is \$5.59.

When counting things in Japanese, it is almost never possible to use a number plus a Noun as is done in English (two birds, four books, nine towels). Rather, numbers combine with “classifiers” that are determined by the size, shape, or other characteristics of the thing being counted. This has a parallel in English with words like *paper* (“two sheets of paper,” not “two papers”), “bread” (“I ate two slices/pieces,” not “two breads”). You have already seen the classifiers *-ji* and *-fun* for hours on the clock, *-en* and *-oru* for currency. In this Scene you see another classifier: *-ko*. The classifier *-ko* is one of the most general and is used for small items such as pieces of fruit, cookies, paper clips, golf balls, eggs, etc.

け え き なん こ
ケーキ、何個ですか？

Keeki, nan-ko desu ka?

How many pieces of cake?

Another classifier is *-mai*, which is used for thin, flat objects (paper, shirts, towels, and the like).

ち け っ と ごまい
チケット、5枚ですね？

Chiketto, go-mai desu ne?

Five tickets, right?

A classifier for long, narrow objects, such as pens, pencils, bottles, knives, forks, and spoons is *-hon*. Note the sound changes in *ippon*, *sanbon*, *roppon*, *happon*, *jippon/juppon*, and *nanbon*.

ビール、一本飲みませんか? *Biiru, ippon nomimasen ka?* Shall we drink one bottle of beer?

A classifier for bound volumes, such as books, notebooks, and dictionaries is *-satsu*, which is used even if the book is electronic. Note the sound changes in *issatsu*, *hassatsu*, and *jissatsu*.

おもしろい本、一冊読みましょう。 *Omoshiroi hon, is-satsu yomimashoo.* Let's read one interesting book.

BTS 27 Quantity + quantity

English is flexible in telling how much a quantity costs. Tutoring might be 'thirty dollars an hour' or 'an hour for thirty dollars.' Apples at the market might be 'two dollars for three' or 'three for two dollars.' Japanese, in contrast, is very strict about the order of the Nouns: the quantity comes first and the cost comes second.

さんまいごひゃくえん 三枚500円	<i>San-mai go-hyaku-en</i>	¥500 for three sheets (e.g., art paper)
いっこさんじゅうどる 1個30ドル	<i>Ik-ko san-juu-doru</i>	\$30 per item (e.g., an electronic part)
にさつひゃくえん 2冊100円です。	<i>Ni-satsu hyaku-en desu.</i>	¥100 for two volumes. Or two volumes for ¥100.
じゅうまいきゅうひゃくえん 10枚900円ですね?	<i>Juu-mai kyuuhyaku-en desu ne?</i>	It's ¥900 for ten sheets, right? Or ten sheets are ¥900, right?

BTS 28 The Noun の *no*

The Noun *no* occurs as a substitute for something that is already known in the context. Once we know that we are talking about cars, I can tell you *Ii no desu* 'It's a good one.' This *no* is not used to refer to people. It can appear directly after an Adjective as in the previous conversation. Here are some examples:

おいしいケーキ <i>oishii keeki</i>	delicious cake(s)	>	おいしいの <i>oishii no</i>	delicious one(s)
すごいスマホ <i>sugoi sumaho</i>	the awesome smart	>	すごい <i>sugoi no</i>	the awesome one
	phone			

おもしろそうな本^{ほん} a book that looks > おもしろそうなの one that looks
omoshirosoo na hon interesting *omoshirosoo na no* interesting

It is possible to have multiple modifiers combined with Nouns.

あのおもしろいのと一緒^{いっしょ} *ano omoshiroi* together with that interesting one
no to issho

Now go to the Activity Book for 練習^{れんしゅう} *Renshuu* Practice and 腕試し^{うでだめ} *Udedameshi* Tryout.

Scene 3-6 それは私のです。 Sore wa watashi no desu. That's mine.

Takashi is trying to pick out the umbrella that belongs to the faculty advisor to the club.



The script

たかし 孝	えいみい エイミー
せん かさ 生の傘、ここにありますか？これかな？	いや、それはわたしのです。
え、じゃこれですかねえ。	いや、それも違いますよ。先生のって青いの だよね？
そうですけど……。	ないですねえ、やっぱり。雨ですか？
いや、そうじゃないけど……	

Takashi	Eimii
Se'nse'e no 'ka'sa, koko ni arimasu ka? ko're ka na.	I'ya', so're wa' wa'tashi no' desu.
E, ja' ko're de'su ka 'ne'e.	I'ya', so're mo chigaima'su yo. Se'nse'e no tte a'o'i no da yo ne.
So'o desu kedo . . .	Na'i desu 'ne'e, ya'ppa'ri. A'me desu ka?
I'ya', 'so'o ja nai kedo . . .	

Takashi	Amy
The professor's umbrella, is it here? Is it this one?	No, that one is mine.
What, then is it this one?	No, that's also not it! The professor's is a blue one, you know, right?
That's so, but . . .	It's not here after all. Is it raining?
No, it's not but . . .	



たんご ひょうげん

単語と表現 *Tango to hyoogen* Vocabulary and expressions

Nouns

かさ 傘	<i>kasa</i>	umbrella
かばん	<i>kaban</i>	bag, briefcase
け ご む 消しゴム	<i>keshigomu</i>	(pencil) eraser
ぱ そ こ ん パソコン	<i>pasokon</i>	personal computer, laptop
かみ 紙	<i>kami</i>	paper
ともだち	<i>tomodachi</i>	friend
ぶ ち やう 部 長	<i>buchoo</i>	division chief
どうり よう 同 僚	<i>dooryoo</i>	co-worker, colleague
く ら す め え と クラスメート	<i>kurasumeeto</i>	classmate
る う む め え と ルームメート	<i>ruumumeeto</i>	roommate
あめ 雨	<i>ame</i>	rain
ゆき 雪	<i>yuki</i>	snow
おな 同じ	<i>onaji</i>	same

Verbs

ちが います(ちが わない)	<i>chigaimasu (chigaw-anai)</i>	different (not different)
----------------------	---------------------------------	---------------------------

Phrase particles

に	<i>ni</i>	[inanimate location particle]
も	<i>mo</i>	also, too

Sentence particles

よね	<i>yo ne</i>	[sentence particle indicating shared certainty]
----	--------------	---

Special expressions

よくわかりませんけど	<i>yoku wakarimasen kedo</i>	I'm not sure, but . . .
(Xと)ちが います・おな じです	(X to) <i>chigaimasu/onaji desu</i>	different from/same as X

Behind the Scenes

BTS 29 More on Particle の *no*:

^{わたし}私のです。 vs ^{あたら}新しいののどこですか。
Watashi no desu. vs Atarashii no no doko desu ka?

Recall that when one Noun modifies another the two Nouns are connected by Particle *no*: *sensee no kasa* ‘the teacher’s umbrella,’ *watashi no pasokon* ‘my laptop.’ What happens when the second Noun is *no* meaning ‘one(s)’? In that case, connecting Particle *no* plus Noun *no* collapses to a single *no*: *Sensee no* ‘the teacher’s (one),’ *watashi no* ‘mine.’

The reverse is not true. When Noun *no* precedes connecting *no* the two do not collapse. When we know that we are talking about various companies, *Atarashii kaisha no doko desu ka?* ‘Where in the new company?’ becomes *Atarashii no no doko desu ka?* ‘Where in the new one?’

The connector *na* remains unchanged before *no*: *omoshirosoo na hon* ‘an interesting looking book’ becomes *omoshirosoo na no* ‘an interesting looking one.’

BTS 30 Location にあります・います Location *ni arimasu/imasu*

In this Scene you see Particle *ni* used for the location where something or someone exists.

ちけっと、どこにありますか？	<i>Chiketto, doko ni arimasu ka.</i>	Where are the tickets?
かばん、ないですね。	<i>Kaban, nai desu yo ne.</i>	You don’t have a briefcase, right?
^{かん だ} 神田さん、いませんよね。	<i>Kanda-san, imasen yo ne.</i>	Kanda-san isn’t here, right?

BTS 31 Noun + も *mo*

A Noun plus Particle *mo* indicates that the Noun is in addition to something or someone else. The English equivalent is ‘too’ or ‘also’ (with an affirmative) or ‘either’ (with a negative).

^{きょう い} 今日も行かないです。	<i>Kyoo mo ikanai desu.</i>	I won’t go today either.
^{やぎ} 八木さんも来ませんねえ。	<i>Yagi-san mo kimasen nee.</i>	Yagi-san isn’t coming either, is she?
^{たか} これも高いですよ。	<i>Kore mo takai desu yo.</i>	This is also expensive, you know.

Note that in English the word ‘too’ can apply to any element in a sentence. ‘I will buy books tomorrow, too’ might mean ‘I also (in addition to other people) will buy books tomorrow,’ ‘I bought books also (in addition to other things) yesterday,’ or ‘I will buy books tomorrow also (in addition to other days).’ In Japanese, *mo* must follow the Noun that is additional and the meaning is always clear.

When two Nouns in a sentence occur with *mo* (X *mo* Y *mo*) the meaning is ‘both X and Y’ (with an affirmative) or ‘not/neither X or/nor Y’ (with a negative).

これもそれも高いですよ。	<i>Kore mo sore mo takai desu yo.</i>	Both this and that are expensive, you know.
きょう 今日もあしたもないです。	<i>Kyoo mo ashita mo nai desu.</i>	It isn’t here today or tomorrow.
やぎ 八木さんも かんだ 神田さんも きて 来ませんよ。	<i>Yagi-san mo Kanda-san mo kimasen yo.</i>	Neither Yagi-san nor Kanda-san is coming, you know.

When two (or more) things in combination are exceptional in some way—for example, it is unusual for two professors to come to a class, or to eat both ramen and sushi—the Nouns occur in the combination X *mo* Y *mo* rather than X *to* Y.

BTS 32 Inverted Sentences

Japanese word order is very flexible in spoken style. So far you have seen that the basic Core Sentence (Verb, Adjective, or Noun +*desu*) typically comes last in a sentence, with other elements preceding it.

やっばりないです。	<i>Yappari nai desu.</i>	Wouldn’t you know it’s not here.
きょう あ 今日会います。	<i>Kyoo aimasu.</i>	I will see her today.
これ、たか 高いですねえ!	<i>Kore, takai desu nee!</i>	This is expensive, isn’t it!

But Nouns can also be added as afterthoughts, clarifications, or elaborations to Core Sentences. Note that this includes Nouns in combination with their Particles.

ないです、ここに。	<i>Nai desu, koko ni.</i>	There aren’t any—in here.
か 買います、きょう 今日。	<i>Kaimasu, kyoo.</i>	I will buy it—today.
たか 高いですねえ、これ。	<i>Takai desu nee, kore.</i>	It’s expensive, isn’t it—this thing!
たか 高くないですねえ、これ。	<i>Takaku nai desu nee, kore.</i>	It’s not expensive, is it—this thing!

The Core Sentence has its usual final intonation, while the additional word or phrase is slightly lower pitched.

BTS 33 Multiple Sentence Particles: よね *yo ne*

You saw the Sentence Particles *yo* (assertion or certainty) and *ne* (assumed agreement) in Act 2. Here you see the two used together, with a combined meaning of ‘I’m sure of this and I think you’ll agree.’ You will see other Particles coming together at the end of a Sentence in successive Acts.

このラーメン、おいしいです
よね。

*Koko no raamen, oishii desu
yo ne.*

The ramen here is good, isn’t it.

明日は、宿題ないですよ。

*Ashita wa shukudai nai desu
yo ne.*

There’s no homework tomorrow,
right?

今日のミーティングはそちらで
すよね。

*Kyoo no miitingu wa sochira
desu yo ne.*

Today’s meeting is there, isn’t it.

Now go to the Activity Book for 練習 *Renshuu* Practice and 腕試し *Udedameshi* Tryout.

Then do 評価 *Hyooka* Assessment activities.

◆ よみかき Yomi-kaki Reading and writing

This lesson introduces the remaining 22 hiragana symbols. Remember when you practice to imitate the version that you see on the far right.

Scene 3-7R なんじ 何時ですか？ What time is it?

Sasha's colleague Kuno-san sent an email using an app that provides furigana for kanji and katakana. What does Kuno-san want to know?



テキスト Text

Subject: あしたの会議

さあしや
サーシャさん

すみません、あしたの会議は何時ですか？ 朝の10時半ですか？

くの
久野

Subject: Tomorrow's meeting

Sasha-san

Excuse me, what time is tomorrow's conference? Is it 10:30 in the morning?

Kuno



もじ れい 文字と例 Symbols with examples

#25.

の

no

の

3-7R

なんじ
何時ですか？

Examples

- | | |
|---|---|
| 1. 会議 ^{かいぎ} の時間 ^{じかん} | time for the meeting; the meeting time |
| 2. 高校 ^{こうこう} の先生 ^{せんせい} | high school teacher |
| 3. J L C の坂田 ^{さかた} です。 | I am Sakata of JLC. |
| 4. その傘 ^{かさ} ですね。 | That umbrella (near you), right? |
| 5. あれ、高い ^{たか} のですか。 | Is that an expensive one? |
| 6. こちらの先生 ^{せんせい} ですが……。 | (I mean) the teacher (near me), but . . . |
| 7. あれ、だれの傘 ^{かさ} ですか。 | Whose umbrella is that? |
| 8. あの傘 ^{かさ} 、だれのですか。 | That umbrella—whose is it? |
| 9. あ、あの、須田 ^{すだ} さんですか。 | Oh, um, are you Ms. Suda? |
| 10. あの、あしたの会議 ^{かいぎ} のことですか……。 | It's about tomorrow's meeting, but . . . |

#26. な* *na*

な

* This is a 4-stroke symbol.

Examples

- | | |
|--|---|
| 1. 名前 ^{なまえ} | names |
| 2. お名前 ^{なまえ} | names (polite) |
| 3. ないです。 | There aren't any. I don't have any. |
| 4. 田中 ^{たなか} さん | Tanaka-san |
| 5. 何 ^{なん} ですか。 | What is it? |
| 6. 何語 ^{なにご} ですか。 | What language is it? |
| 7. さようなら。 | Goodbye. |
| 8. そうかなあ。 | I wonder if it is so. |
| 9. どなたですか。 | Who is it? (polite) |
| 10. お帰り ^{かえ} なさい。 | Welcome home. |
| 11. 何 ^{なん} と言 ^い いますか。 | What do you call it? How do you say it? |
| 12. 今何時 ^{いまなんじ} ですか。 | What time is it now? |
| 13. 田中 ^{たなか} さん、遅 ^{おそ} いな。 | Tanaka-san is late/slow, isn't he. |
| 14. これとそれ、同じ ^{おな} ですか。 | Are this and that the same? |

#27. く *ku*

く

Examples

- | | |
|--|------------------------------------|
| 1. ^{だいがく} 大学 | university, college |
| 2. ^{がくせい} 学生 | student(s) |
| 3. ^{かんこくご} 韓国語 | Korean (language) |
| 4. ^{だいがくいん} 大学院 | graduate school |
| 5. ^{くん} たかし君 | Takashi-kun |
| 6. いくらですか。 | How much is it? |
| 7. よくないです。 | It is not good. |
| 8. よくありません。 | It is not good. |
| 9. すごくいいですね。 | It's really good, isn't it! |
| 10. ^{たか} これ、高くないですか。 | Isn't this expensive? |
| 11. ^{えいご} 英語と ^{かんこくご} 韓国語、できますか。 | Can you handle English and Korean? |
| 12. ^{いま} ここ、すごくおいしくないですか。 | Isn't this place really tasty? |
| 13. ^{いそが} 今ですか。忙しくないです。 | Right now? I'm not very busy. |

#28. み mi

み

Examples

- | | |
|-------------------------------------|----------------------------------|
| 1. ^み 見ます。 | I'll look. I'll watch/see it. |
| 2. みんな | everyone |
| 3. みなさん ^{#1} ^{#2} | everyone, ladies and gentlemen |
| 4. ^の 飲みます。 | I'll drink it. |
| 5. ^よ 読みます。 | I'll read it. |
| 6. すみません。 | Pardon me. Excuse me. |
| 7. どうもすみません。 | Pardon me. My apologies. |
| 8. みんなで ^の 飲みませんか。 | Why don't we drink it together? |
| 9. ^の これ、見ませんか。 | Why don't we watch this? |
| 10. ^よ これとあれ、読みませんか。 | Why don't we read this and that? |

Now go to the Activity Book for ^{れんしゅう}練習 Renshuu Practice.

Notes

- 1 Expressions marked by # are not previously introduced in the Speaking/Listening sections.
- 2 Do not use みなさん when referring to groups of people that include yourself or people in your in-group (when talking to outsiders). It is like attaching -さん to your own name.

Scene 3-8R よろしく^{ねが}お願いします！ See you then!

Sasha is checking an email she sent out to her colleague, using an app that provides furigana for kanji. What important information does Sasha provide?



テキスト Text

Subject: Re: あしたの^{かいぎ}会議

く^の久野さん

どうもすみません。

あしたの^{かいぎ}会議は 1 1 ^{じゅういち}時にあります。

よろしく^{ねが}お願いします！

さ^あし^やも^りす
サーシャ・モリス

Subject: Re: Tomorrow's meeting

Kuno-san

My apologies (for not telling you sooner).

Tomorrow's conference is at 11:00.

See you then!

Sasha Morris



文字と例 Symbol with examples

#29. ろ *ro*

ろ

Examples

1. 黒^{くろ}いです。
2. 1 時^{いちじ}ごろ
3. よろしく。

It is black.

approximately 1:00

Nice to meet you (lit. 'please treat me favorably').

4. どうぞよろしく。
5. どうぞよろしくお願^{ねが}いします。

Nice to meet you (lit. 'please treat me favorably').

Nice to meet you (lit. 'please treat me favorably').

#30. も *mo*

も

Examples

1. どうも。 (Thanks) very much.
2. さかもと 坂本 [family name]
3. さかもとせんせい 坂本先生 Professor Sakamoto
4. おもしろいです。 It is interesting/funny/intriguing/entertaining.

#31. は *ha, wa* (as particle) ば *ba* は



BTL 1 Particle *wa* は

The particle *wa* is written with は **not** わ. This is left over from a historical change in the pronunciation of this particle. Note that the greetings こんにちは。 and こんばんは。 also use は。

Examples

1. はい。 Yes. Got it.
2. かばん bag(s), briefcase(s)
3. がん ぼ 頑張ります。 I will do my best.
4. さん じ ほん 3時半です。 It's 3:30.
5. おはよう。 Good morning. (informal)
6. おはようございます。 Good morning. (formal)
7. あの、お名前^{なまえ}は? Um, your name is . . . ?
8. た な か 田中さんは? How about Mr. Tanaka?
9. これ、いいですね。あれは? This is good. What about that one?
10. あした いそが 明日は忙しくありません。 I'm not very busy tomorrow (at least).

#32. け *ke* げ *ge* け

Examples

1. 試験 し けん examination, test
2. そうですけど.....¹。 It is so, but . . .
3. あの、あしたの会議ですけど、何時ですか。 かい ぎ なん じ Um, the meeting tomorrow—what time is it?

Now go to the Activity Book for れんしゅう 練習 *Renshuu* Practice.

Note

- 1 Recall that けど is more common in spoken language. In the written language you will more often find が as well as other versions of けど: けれど, けども, けれども.

Scene 3-9R お先に失礼します。 Excuse me (for leaving ahead of you)

Brian is reading an email he received from his senior colleague in the Japanese Club, using an app that provides furigana for kanji and katakana.



テキスト Text

Subject: あした れんしゅう 明日の練習

にほんごくらぶ 日本語クラブのみなさん

つか さま お疲れ様です。

きょう あした れんしゅう やす 今日と明日の練習はやっぱりお休みです。

つぎ れんしゅう 次の練習はあさってですが、に じ 2時じゃなくてさん じ はじ 3時に始まります。

こんど て す と むずか 今度のテストも難しいですけど、べんきょうが ん ぼ 勉強頑張りましょう!

では、さき しつれい お先に失礼します。

ふる た 古田

Subject: Tomorrow's practice

Everyone in the Japanese Club

Hello.

Practice for today and tomorrow will be cancelled as expected.

Next practice will be on the day after tomorrow and it will start at 3, not 2.

The upcoming test will be difficult (just like the previous ones), so let's study hard!

See you later. (lit. 'Sorry for leaving ahead of you.')

Furuta



文字と例 Symbol with examples

#33. つ *tsu* づ¹ *du* つ

Examples

- | | |
|--------------------------------|---------------------------------------|
| 1. 別に ^{べつ} | not particularly |
| 2. つまらない。 | is boring, uninteresting |
| 3. 失礼 ^{しつれい} します。 | Excuse me. |
| 4. お疲れ様 ^{つかさ まま} でした。 | Good job. (lit. ‘You must be tired.’) |



BTL 2 Soku-on (small っ)

You have seen that ああ、いい、うう、えい、おう represent long vowels in hiragana. Long consonants are represented by a reduced (half size) っ placed right before the symbol for the consonant being lengthened. The smaller symbol is written slightly lower than surrounding symbols in horizontal writing, and slightly to the right in vertical writing.

Hiragana Romanization

～っこ -kko

～っし -sshi

～って -tte

Examples

- | | |
|--|---|
| 1. 学校 ^{がっこう} | school(s) |
| 2. あさって | the day after tomorrow |
| 3. よかったら | if you would like (lit. ‘if it is good’) |
| 4. 行 ^い ってきます。 | I’m off; see you later. (lit. ‘I’ll go and come back.’) |
| 5. 言 ^い ってください。 | Please say it. |
| 6. J L C ^{なん} って、何ですか。 | What is “JLC”? |
| 7. もう一度 ^{いち ど い} 言 ^い ってください。 | Please say it one more time. |
| 8. みんなで言 ^い ってください。 | Please say it all together. |
| 9. 行 ^い って(い)らっしゃい。 | Bye; see you later |
| 10. これ、よかったらどうぞ。 | This—please (have some), if you’d like. |
| 11. 会 ^{かい} 議 ^ぎ って、あさってですか。 | The meeting, is it the day after tomorrow? |
| 12. どっちですか。こっちですか。 | Where—this way? |

13. 先生のって、大きいのですよね。 The teacher's (house) is a large one, isn't it.
 14. あの学生って、たかし君のことですね。 (By) "that student," you mean Takashi-kun, right?

#34. や *ya*

や

#35. ゆ *yu*

ゆ

Examples

1. 安いです。 It's cheap.
2. 休みます。 She will go to rest/take a break.
3. 田中さんはお休みです。 Ms. Tanaka is off/absent.
4. あ、雪ですよ。 Look, it's snow(ing).
5. 易しいですね。² It's easy, isn't it.
6. これ、安くないですか。 Isn't this cheap?
7. あさって、休みませんよね。 You won't be absent the day after tomorrow, right?



BTL 3 Yoo-on (small や, ゆ, よ)

Compare *kiya* and *kya*. The first is represented in hiragana by two equal size symbols: きや. The second is represented by *ki* followed by a reduced *ya*: きゃ. Thus morae that contain a glide (see the chart below) are represented by the hiragana symbol [consonant + -i] followed immediately by a reduced *ya*, *yu*, or *yo*. Like the small つ, the small や is written slightly lower than surrounding symbols in horizontal writing, and slightly to the right in vertical writing.

r	m	(h)	n	t	s	k
りや <i>rya</i>	みや <i>mya</i>	(ひや <i>hya</i>)	にや <i>nya</i>	ちや <i>cha</i>	しや <i>sha</i>	きや <i>kya</i>
りゅ <i>ryu</i>	みゅ <i>myu</i>	(ひゅ <i>fyu</i>)	にゅ <i>nyu</i>	ちゅ <i>chu</i>	しゅ <i>shu</i>	きゅ <i>kyu</i>
りょ <i>ryo</i>	みょ <i>myo</i>	(ひょ <i>hyo</i>)	にょ <i>nyo</i>	ちょ <i>cho</i>	しょ <i>sho</i>	きょ <i>kyo</i>

(p)	(b)	z	g
(ぴや <i>pya</i>)	(びや <i>bya</i>)	じや <i>ja</i>	ぎや <i>gya</i>
(ぴゅ <i>pyu</i>)	(びゅ <i>byu</i>)	じゅ <i>ju</i>	ぎゅ <i>gyu</i>
(ぴょ <i>pyo</i>)	(びょ <i>byo</i>)	じょ <i>jo</i>	ぎょ <i>gyo</i>

Note: The *ja* じゃ that you have seen in negatives (*Kore ja arimasen*. これじゃありません ‘It’s not this.’ or *Ja, mata ato de* じゃ、またあとで ‘So then, see you later.’) is actually a contraction of *de wa* では. The full form with *de wa* では is much more typical of formal writing (letters, newspapers, academic writing). Thus, in representing spoken style (for example, novels or stories that reflect speech) you see *これじゃないです* and *これじゃありません*. But in formal writing you see *これではないです* and *これではありません*. It is fine to use the contracted form in texts and emails to your friends.

Examples

- | | |
|----------------------|---|
| 1. 今日 | today |
| 2. 寮 | dormitory |
| 3. お茶 | green tea; Japanese tea; tea (in general) |
| 4. 予習 | study in advance |
| 5. 会社 | company, office |
| 6. 宿題 | homework, assignment |
| 7. 授業 | class |
| 8. 練習 | practice |
| 9. 週末 | weekend |
| 10. 図書館 | library |
| 11. ちょっと…… | It is a little bit (difficult/inconvenient) . . . |
| 12. 大丈夫です。 | I am fine/okay. |
| 13. じゃ、また。 | Well then, see you again. |
| 14. じゃ、あとで。 | So then, see you later. |
| 15. じゃ、またあとで。 | Well then, see you again later. |
| 16. 今、会社ですか。 | Are you at the office now? |
| 17. これじゃないです。 | It is not this one. |
| 18. これじゃありません。 | It is not this one. |
| 19. じゃ、そうしましょう。 | Okay, let’s do so. |
| 20. ちょっと高いですね。 | It is a little expensive, isn’t it. |
| 21. あした、寮で会いませんか。 | Won’t we meet at the dormitory tomorrow? |
| 22. あしたじゃなくて、あさってです。 | It’s not tomorrow, but the day after tomorrow. |

- #36. わ *wa*
 #37. に *ni*
 #38. ほ *ho*

わ
に
ほ

Examples

- | | |
|--|---------------------------------------|
| 1. わあ。 | Wow! |
| 2. <small>わたし・わたくし</small>
私 | I, me |
| 3. <small>でん わ</small>
電話ですか。 | Is it a telephone/telephone call? |
| 4. <small>わ せ だいがく</small>
早稲田大学 | Waseda University |
| 5. かわいいですね。 | It's cute, isn't it. |
| 6. それ、わかりますね。 | That—(you) understand it, right? |
| 7. よくわかりませんが | I'm not sure I understand, but . . . |
| 8. <small>さき</small>
お先に。 | (I'll leave) ahead of you. |
| 9. <small>さん じ</small>
じゃ、3時に。 | Well then, (I'll see you) at 3:00. |
| 10. <small>さき しつれい</small>
お先に失礼します。 | Excuse me (for leaving ahead of you). |
| 11. <small>よ じ かえ</small>
4時に帰りましょう。 | Let's go home at 4:00. |
| 12. <small>なん じ あ</small>
何時に会いましょうか。 | At what time shall we meet? |
| 13. <small>なに し ごと</small>
何か仕事ありますか。 | Is (there) any work to be done? |
| 14. <small>に ほん ぐ</small>
日本語 | Japanese (language) |
| 15. J L C って <small>に ほん ぐ なん い</small> 日本語で何と言いますか。 | "JLC" is what in Japanese? |

- | | | |
|--|-------------|---|
| #39. ひ <i>hi</i> | び <i>bi</i> | ひ |
| #40. ふ* <i>fu</i> | ぶ <i>bu</i> | ふ |
| #41. へ <i>he, e (as particle)</i> ⁴ | べ <i>be</i> | へ |
| #42. む <i>mu</i> | | む |

* Note that this is a 4-stroke symbol when it is handwritten.

Examples

- | | |
|----------------------|---|
| 1. 昼ごはん | lunch |
| 2. ロビー | lobby |
| 3. コピー | copy |
| 4. 平気です。 | It's fine/cool/calm. |
| 5. 食べます。 | I'll eat it. |
| 6. 難しいです。 | It's difficult. |
| 7. 勉強します。 | I'll study. |
| 8. うちで勉強します。 | I'll study at home. |
| 9. これ、よかったら食べませんか。 | If you would like—won't you eat some of this? |
| 10. この宿題、ちょっと難しいですか。 | Isn't this homework a bit difficult? |

#43. め *me*

#44. ぬ *nu*

#45. る *ru*

め
ぬ
る

Examples

- | | |
|----------------|-----------------------------------|
| 1. 雨 | rain |
| 2. だめ | is no good/not working |
| 3. 始めます。 | I'll start/begin. |
| 4. だめですね。 | It's no good, is it. |
| 5. じゃ、始めましょうか。 | Okay, then, shall we begin/start? |
| 6. 上沼さん | [family name]-san |
| 7. 布川さん | [family name]-san |
| 8. 古田さん | [family name]-san |
| 9. なるほど。 | That makes sense. Of course. |



BTL 4 Handakuon: Maru (は , ひ , ふ , へ , ほ)

Adding a small circle (or *maru*) to any /h/ mora changes the /h/ to a /p/.

は	ha	ぱ	ba	ぱ	pa
ひ	hi	ぴ	be	ぴ	pi
ふ	fu	ぷ	bu	ぷ	pu
へ	he	ぺ	be	ぺ	pe
ほ	ho	ぽ	bo	ぽ	po

Handakuon occur much more frequently with katakana words. See Act 6 for details.

Example

1. やつぱり as expected, after all

BTL 5 Fonts

Just as alphabetic languages use a variety of fonts, Japanese has a variety of styles to choose from. Below you see six possible ways that you might see the word *hiragana* represented. In advertising, symbols can get even more distorted. And just as in English, handwriting style in Japanese is very distinctive. You may struggle at first, but the more you read the more easily you will become familiar with these different styles of writing.

ひらがな ひらがな

ひらがな ひらがな

ひらがな ひらがな

BTL 6 Japanese names

It is estimated that there are over 100,000 surnames in use in Japan. Almost all are written in kanji, and most use the *kunyomi* of the characters. Here are the twenty most common Japanese family names. Can you arrange them in *gojuuon* order?

さとう 鈴木 たかはし たなか いとう わたなべ やまもと なかむら こぼやし かとう
佐藤 鈴木 高橋 田中 伊藤 渡辺 山本 中村 小林 加藤
よしだ やまだ ささき やまぐち まつもと いのうえ きむら はやし さいとう しみず
吉田 山田 佐々木 山口 松本 井上 木村 林 斎藤 清水

Summary of symbols in Act 3

n	w	r	y	m	h	n	t	s	k	
ん <i>n</i>	わ <i>wa</i>	ら <i>ra</i>	や <i>ya</i>	ま <i>ma</i>	は <i>ha</i>	な <i>na</i>	た <i>ta</i>	さ <i>sa</i>	か <i>ka</i>	あ <i>a</i>
		り <i>ri</i>		み <i>mi</i>	ひ <i>hi</i>	に <i>ni</i>	ち <i>chi</i>	し <i>shi</i>	き <i>ki</i>	い <i>i</i>
		る <i>ru</i>	ゆ <i>yu</i>	む <i>mu</i>	ふ <i>fu</i>	ぬ <i>nu</i>	つ <i>tsu</i>	す <i>su</i>	く <i>ku</i>	う <i>u</i>
		れ <i>re</i>		め <i>me</i>	へ <i>he</i>	ね <i>ne</i>	て <i>te</i>	せ <i>se</i>	け <i>ke</i>	え <i>e</i>
		ろ <i>ro</i>	よ <i>yo</i>	も <i>mo</i>	ほ <i>ho</i>	の <i>no</i>	と <i>to</i>	そ <i>so</i>	こ <i>ko</i>	お <i>o</i>

p	b	d	z	g
ぱ <i>pa</i>	ば <i>ba</i>	だ <i>da</i>	ざ <i>za</i>	が <i>ga</i>
ぴ <i>pi</i>	び <i>bi</i>	(ぢ) <i>ji</i>	じ <i>ji</i>	ぎ <i>gi</i>
ぷ <i>pu</i>	ぶ <i>bu</i>	(づ) <i>du</i>	ず <i>zu</i>	ぐ <i>gu</i>
ぺ <i>pe</i>	べ <i>be</i>	で <i>de</i>	ぜ <i>ze</i>	げ <i>ge</i>
ぽ <i>po</i>	ぼ <i>bo</i>	ど <i>do</i>	ぞ <i>zo</i>	ご <i>go</i>

ry	my	hy	ny	ch	sh	ky
りゃ <i>rya</i>	みゃ <i>mya</i>	ひゃ <i>hya</i>	にゃ <i>nya</i>	ちゃ <i>cha</i>	しゃ <i>sha</i>	きゃ <i>kya</i>
りゅ <i>ryu</i>	みゅ <i>myu</i>	ひゅ <i>fyu</i>	にゅ <i>nyu</i>	ちゅ <i>chu</i>	しゅ <i>shu</i>	きゅ <i>kyu</i>
りょ <i>ryo</i>	みょ <i>myo</i>	ひょ <i>hyo</i>	にょ <i>nyo</i>	ちょ <i>cho</i>	しょ <i>sho</i>	きょ <i>kyo</i>

py	by	j	gy
ぴや <i>pya</i>	びや <i>bya</i>	じゃ <i>ja</i>	ぎや <i>gya</i>
ぴゅ <i>pyu</i>	びゅ <i>byu</i>	じゅ <i>ju</i>	ぎゅ <i>gyu</i>
ぴよ <i>pyo</i>	びよ <i>byo</i>	じよ <i>jo</i>	ぎよ <i>gyo</i>

Now go to the Activity Book for ^{れんしゅう}練習 *Renshuu* Practice. Then do ^{ひょうか}評価 *Hyooka* Assessment activities, including ^よ読んでみよう *Yonde miyoo* Contextualized reading, ^か書き取り *Kakitori* Dictation, and ^か書いてみよう *Kaite miyoo* Contextualized writing.

Notes

- 1 Note that す and づ have the same pronunciation. The symbol づ is used only in a few places in modern Japanese; す is used otherwise.
- 2 やさしい has two different meanings, each of which is represented by a different kanji: 易しい ^{やさ} ‘it’s easy,’ and 優しい ^{やさ} ‘he’s kind, he’s gentle.’ However, both are often written in hiragana.
- 3 Remember that the pronunciation of なん・なに depends on what follows. See Scene 3 in Act 2.
- 4 See Act 5, Scene 5-4 for details on this particle.

だいよん まく
第4幕
Act 4

れんらく き
連絡来ました？

Renraku kimashita?

Did they get in touch?

とき かね
時は金なり *Toki wa kane nari*
Time is money.





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◆ はな き 話す・聞く *Hanasu/kiku* Speaking and listening

Scene 4-1 おお 大きくしました。 *Ookiku shimashita.* I enlarged it.

Sasha shows Kanda-san a poster that she enlarged for a meeting.



The script

(This is the last Act in which you will see romanization for the Japanese. Try using the Japanese script with furigana this time. Remember to work with the audio files!)

さ あ し や サーシャ	かん だ 神田
ちよっと ^{おお} 大きくしました。	すごくいいポスターですね。 ^{たか} 高かったです。
いや、それほどじゃなかったですよ! 3000 ^{さんぜん} ^{えん} 円ぐらいでした。	まあまあでしたね。

<i>Saasha</i>	<i>Kanda</i>
<i>Cho'tto' o'okiku shi'ma'shita.</i>	<i>Su'go'ku 'i'i' po'sutaa desu 'ne'. Ta'kakatta deshoo.</i>
<i>I'ya, so're hodo' ja 'na'katta desu yo! Sa'n-zen-en gu'rai deshita.</i>	<i>Ma'ama'a deshita ne.</i>

Sasha	Kanda
I made it a bit bigger.	Really nice poster! It must have been expensive.
No, it wasn't that much! It was about ¥3000.	Not so much, was it. ('It was so-so.')



たん び ひょうげん

単語と表現 *Tango to hyoogen* Vocabulary and expressions

Nouns

ぽ す た あ
ポスター*posutaa*

poster

Number: 1000s

せん いっせん
千・一千*sen/issen*

1000

に せん

nisen

2000

さんぜん

sanzen

3000

よんせん

yonsen

4000

ご せん

gosen

5000

ろくせん
六千*rokusen*

6000

ななせん

nanasen

7000

はっせん

hassen

8000

きゅうせん

kyuusen

9000

なんぜん

nanzen

how many thousands

Number: 10,000s

まん いちまん
万・一万*man/ichiman*

10,000

に まん

niman

20,000

さんまん

sanman

30,000

よんまん

yonman

40,000

ご まん

goman

50,000

ろくまん

六万

rokuman

60,000

ななまん

七万

nanaman

70,000

はちまん

八万

hachiman

80,000

きゅうまん

九 万

kyuuman

90,000

なんまん

何万

nanman

how many ten thousands

Verbs

つく
作ります(作らない)*tsukurimasu (tsukur-anai)*

make

つく
作りました(作らなかった)*tsukurimashita (tsukuranakatta)*

made

か
買います(買わない)*kaimasu (kaw-anai)*

buy

か
買いました(買わなかった)*kaimashita (kawanakatta)*

bought

Adjectives

たか
高かった*takakatta*

was expensive

あたら
新しい*atarashii*

new

あたら
新しかった*atarashikatta*

was new

ふる

古い

furui

old

ふる

古かった

furukatta

was old

Special expressions

それほど	<i>sore hodo</i>	that much; to that extent
まあまあ	<i>maamaa</i>	so-so
Xぐらい・くらい	<i>X gurai/kurai</i>	about X, approximately X

Behind the Scenes

BTS 1 Past forms: Verbs, Adjectives, and Noun *desu*

In the previous Acts, you learned how to express your thoughts in the non-past:

Verb	^か 買います。	<i>Kaimasu.</i>	I will buy it. I do buy it.
	^か 買わないです。	<i>Kawanai desu.</i>	I won't buy it.
	^か 買いません。	<i>Kaimasen.</i>	I don't buy it.
Adjective	^{たか} 高いです。	<i>Takai desu.</i>	It will be expensive. It is expensive.
	^{たか} 高くありません。	<i>Takaku nai desu.</i>	It isn't expensive.
	^{たか} 高くありません。	<i>Takaku arimasen.</i>	It won't be expensive.
Noun <i>desu</i>	^{だいがく} 大学です。	<i>Daigaku desu.</i>	It's a university.
	^{だいがく} 大学じゃないです。	<i>Daigaku ja nai desu.</i>	It isn't a university.
	^{だいがく} 大学じゃありません。	<i>Daigaku ja arimasen.</i>	

All of these Core Sentences have a past form, in both affirmative and negative, formal and informal. All of these come up in this Scene.

a. Verbs

To change a non-past affirmative Verb into the past affirmative, change *-masu* to *-mashita*. (Recall *wakarimashita* 'got it' from Act 2.) Since there are two alternative non-past negatives for a Verb (*kawanai desu* and *kaimasen*), there are two corresponding past negatives. To form the past negative, change *-nai desu* to *-nakatta desu* or *-masen* to *-masen deshita*.

^か 買いました。	<i>Kaimashita.</i>	I bought it.
^か 買わなかったです。	<i>Kawanakatta desu.</i>	I didn't buy it.
^か 買いませんでした。	<i>Kaimasen deshita.</i>	I didn't buy it.

Note that both *kawanai desu* and *kawanakatta desu* forms can be made informal by dropping です.

b. Adjectives

To make a non-past Adjective past, change *-i desu* to *-katta desu*. Since there are two alternative non-past negatives for an Adjective (*takaku nai desu* and *takaku arimasen*), there are two corresponding past negatives. To form the past negative, change *-nai desu* to *-nakatta desu* or *-masen* to *-masen deshita*.

たか 高かったです。	<i>Takakatta desu.</i>	It was expensive.
高くなかったです。	<i>Takaku nakatta desu.</i>	It wasn't expensive.
たか 高くありませんでした。	<i>Takaku arimasen deshita.</i>	

As with the affirmative forms, past forms of the Adjective can be made informal by dropping です.

c. Noun です Noun *desu*

To make a non-past [Noun *desu*] past, change *-desu* to *-deshita*. Since there are two alternative non-past negatives for a [Noun *desu*] combination (*daigaku ja nai desu* and *daigaku ja arimasen*), there are two corresponding past negatives. *Daigaku ja nai desu* changes just as any Adjective would for the past: drop *-i* and add *-katta* (*daigaku ja nakatta desu*). *Daigaku ja arimasen* changes just as any verb would: add *deshita* to the negative form (*daigaku ja arimasen deshita*).

だいがく 大学でした。	<i>Daigaku deshita.</i>	It was a university.
だいがく 大学じゃなかったです。	<i>Daigaku ja nakatta desu.</i>	It wasn't a university.
だいがく 大学じゃありませんでした。	<i>Daigaku ja arimasen deshita.</i>	It wasn't a university.

You have now seen a number of informal equivalents of the Core Sentences. Here is a table to remind you of what has come up so far. You will learn the missing forms later.

Informal	Non-past, affirmative	Non-past, negative	Past, affirmative	Past, negative
Verb		<i>kawanai</i>		<i>kawanakatta</i>
Adjective	<i>takai</i>	<i>takaku nai</i>	<i>takakatta</i>	<i>takaku nakatta</i>
Noun <i>desu</i>	<i>daigaku (da)</i>	<i>daigaku ja nai</i>		<i>daigaku ja nakatta</i>

Here are some more examples.

つく 作ります。	<i>Tsukurimasu.</i>	I will make it.
つく 作りました。	<i>Tsukurimashita.</i>	I made it.
つく 作りませんでした。	<i>Tsukurimasen deshita.</i>	I didn't make it.

はや 早いです。	<i>Hayai desu.</i>	It's early.
はや 早かったです。	<i>Hayakatta desu.</i>	It was early.
はや 早くなかったです。	<i>Hayaku nakatta desu.</i>	It wasn't early.
はや 早くありませんでした。	<i>Hayaku arimasen deshita.</i>	It wasn't early.
きょう 今日です。	<i>Kyoo desu.</i>	It's today.
きょう 今日でした。	<i>Kyoo deshita.</i>	It was today.
きょう 今日じゃなかったです。	<i>Kyoo ja nakatta desu.</i>	It wasn't today.
きょう 今日じゃありませんでした。	<i>Kyoo ja arimasen deshita.</i>	It wasn't today.

BTS 2 Sentence でしょう (か) *deshoo (ka)*

Deshoo (with falling intonation) is a tentative form of *desu*, meaning 'probably.' Because it is tentative, it is a little more polite. For now, you will see *deshoo* with Adjectives or Nouns in non-past, past, affirmative, and negative. Nouns that combine with *deshoo* include question words (such as *nan*, *dare*), even though there is no Sentence Particle *ka* at the end of the Sentence. Here are some examples.

おそ 遅いでしょう。	<i>Osoi deshoo.</i>	They'll probably be late.
たか 高かったでしょう。	<i>Takakatta deshoo.</i>	It was probably expensive.
たか 高くないでしょう。	<i>Takaku nai deshoo.</i>	It probably isn't expensive.
わたし 私でしょう。	<i>Watashi deshoo.</i>	It's probably me.
ぶちよう 部長ってだれでしょう。	<i>Buchoo tte dare deshoo.</i>	I wonder who the division chief might be.

The addition of *ka* after *deshoo* (again with falling intonation) makes it even less certain: 'do you suppose that . . .?' or 'would it be that . . .?'

たなか 田中さんでしょうか。	<i>Tanaka-san deshoo ka.</i>	Would it be Ms. Tanaka?
たか 高かったでしょうか。	<i>Takakatta deshoo ka.</i>	Do you suppose it was expensive?
たか 高くないでしょうか。	<i>Takaku nai deshoo ka.</i>	Do you suppose it isn't expensive?
いつ いつでしょうか。	<i>Itsu deshoo ka.</i>	When do you suppose it is?

Compare:

たか 高いですね？	<i>Takai desu ne?</i>	It's expensive, isn't it?
たか 高いでしょう。	<i>Takai deshoo.</i>	It's probably expensive.
たか 高いでしょうか。	<i>Takai deshoo ka.</i>	Would it be expensive?

All of these show uncertainty. In the first, it sounds like the speaker is reasonably sure that the item is expensive, and is seeking agreement. The second sounds less certain about whether the item is expensive: ‘I suspect it is, but I will give you the final say.’ The third is the least certain and is relying on the listener to provide assurance.

BTS 3 Manner expressions: Adjective *-ku* form + Sentence

The *-ku* form of an Adjective links to a following Sentence to qualify or affect its meaning. This use of the *-ku* form is one kind of manner expression. Other manner expressions are introduced in Scenes below.

はや い 早く行きました。	<i>Hayaku ikimashita.</i>	I went early.
おそ かえ 遅く帰ります。	<i>Osoku kaerimasu.</i>	I go home late.
おお つく 大きく作ります。	<i>Ookiku tsukurimasu.</i>	We’ll make it big.
あた か 新しく買います。	<i>Atarashiku kaimasu.</i>	I’ll buy it again (lit. ‘newly’).

Note that the *-ku* form of *ii* ‘good’ is *yoku*. This can mean either ‘well’ (*Yoku wakari-masu nee!* ‘You understand well, don’t you!’), ‘often’ (*Yoku ikimasu nee!* ‘You go often, don’t you!’), or ‘a lot’ (*Yoku tabemasu nee* ‘He eats a lot, doesn’t he!’). Special mention should also be made of the Adjective *sugoi* which means ‘amazing, wonderful.’ In its *-ku* form it intensifies the Sentence that follows, meaning something like ‘awfully, really, amazingly.’

すご やす く安いです。	<i>Sugoku yasui desu.</i>	It is really inexpensive.
すご くっ きい おいしいクッキー	<i>sugoku oishii kukkii</i>	amazingly delicious cookies

These days, in informal settings, *sugoi* is used as a manner expression:

すご やす い安いです。	<i>Sugoi yasui desu.</i>	It is really inexpensive.
すご くっ きい いおいしいクッキー	<i>sugoi oishii kukkii</i>	amazingly delicious cookies

BTS 4 Large numbers せん まん 千・万 *sen/man*

Thousands are counted in Japanese using *-sen*. When a number starts with 1000 (for example, 1200) *sen* (not *issen*) is preferred (*sen-nihyaku*). Note the sound change of /s/ to /z/ with 3000 (*sanzen*), 8000 (*hassen*) and ‘how many thousand (*nanzen*).’

Numbers of five places or more are grouped by ten-thousands (*-man*). 10,000 is *ichi-man*; 100,000 is *juuman*; 1,000,000 is *hyakuman*; 10,000,000 is *senman*. Terms beyond this (*oku* and *choo*) are not often used in daily conversation, but are used for real estate,

governmental budgets, and the like. One hundred million is *ichioku* and trillions are designated in *choo*.

さんまんいつせんえん
 ¥ 3 1,000

sanman-issen-en

¥31,000

ごじゅうななまんはっせんどる
 \$ 578,000

gojuunanaman-hassen-doru

\$578,000

BTS 5 Quantity + ぐらい *-gurai*

Recall from the previous Act that *-goro* combines with time expressions to indicate approximation (8:00-*goro* ‘about 8:00’). Here you see *-gurai* combining with quantity expressions (*-en*, *-hon*, *-satsu*, etc.) to indicate approximation.

せんえん
 ¥1000 ぐらいのラーメンです。

Sen-en-gurai no raamen desu.

It’s ramen that’s about ¥1000.

じゅうまい
 10 枚 ぐらい あります。

Juu-mai-gurai arimasu.

I have about ten sheets.

The general question word for this pattern is *dono gurai* ‘about how much.’

どのぐらい 作り しょうか。

Dono gurai tsukurimashoo ka.

About how much shall I make?

Note that you will hear both *-gurai* and *-goro* in naming approximate time.

じゅうにじ
 12:00 ごろ・ぐらいに 来ま
 しょう。

Juuni-ji-goro/gurai ni kimashoo.

Why don’t I come at about 12:00.

But the reverse is not true—for counting, only *-gurai* can be used.

Now go to the Activity Book for 練習 *Renshuu* Practice and 腕試し *Udedameshi* Tryout.

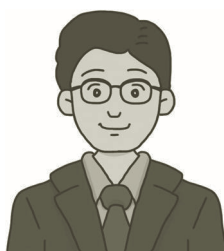
Scene 4-2 ^{せんこう にほんがく} 専攻は日本学でした。

Senkoo wa nihongaku deshita. My major was Japanese.

Sasha and Kanda-san are talking during a break.



The script



^{さあしや} サーシャ	^{かんだ} 神田
^{かんだいがくせんこう} 神田さん、大学の専攻は？	^{すうがく} 数学でした。
^{すうがく} へえ、数学！	^{いまぜんぜんつか} 今は全然使わないですけどね。 ^{さあしや} サーシャさんは？
^{せんこうにほんがく} 専攻は日本学でした。あとビジネスのコース ^{びじねすこおす} もけっこう取りました。	^{にほんがくにほんご} ふうん、日本学って日本語だけじゃないですよ。
^{れきしぶんがく} ええ、歴史とか文学とかも。	^{しゅうきょう} 宗教も？
^{わたしと} 私は取りませんでしたけど……。	

<i>Saasha</i>	<i>Kanda</i>
<i>Ka¹nda-san, da¹igaku no gosenkoo wa?</i>	<i>Su¹ugaku de¹shita.</i>
<i>He¹e, su¹ugaku!</i>	<i>Gamma wa ze¹nzen tsukawana¹i desu kedo ne. Sa¹asha-san wa?</i>

<i>Seⁿkoo wa ni^fho¹ngaku deshita. A¹to ^fbi¹ jinesu no ko¹osu mo ^fke¹kkoo to^frima¹shita.</i>	<i>Fu^fun. Ni^fho¹ngaku tte ni^fhongo dake¹ ja ^fna¹i desu yo ne.</i>
<i>E¹e, re^fkishi to¹ka ^fbu¹ngaku to ka mo.</i>	<i>Shu¹ukyoo mo?</i>
<i>Wa^ftashi wa torimase¹n deshita kedo . . .</i>	

Sasha	Kanda
Kanda-san, what was your major in college?	It was mathematics.
Wow! Mathematics!	I don't use math at all now though. How about you, Sasha?
My major was Japanese studies. And then I also took a fair amount of business courses.	Hmm. "Japanese studies" is not just Japanese (language), is it.
Yes, it's also fields like history and literature.	Religion too?
I didn't take it, but . . .	



たんご ひょうげん

単語と表現 Tango to hyoogen Vocabulary and expressions

Nouns

(ご)専攻 せんこう	(go)senkoo	major field of study
(ご)専門 せんもん	(go)senmon	specialization, major
数学 すうがく	suugaku	mathematics
歴史 れきし	rekishi	history
日本学 にほんがく	nihongaku	Japanese studies
宗教(学) しゅうきょうがく	shuukyo (gaku)	religion (religious studies)
社会学 しゃかいがく	shakaigaku	sociology
経済(学) けいざい がく	keizai(gaku)	economics
文学 ぶんがく	bungaku	literature
言語学 げんご がく	gengogaku	linguistics
工学 こうがく	koogaku	engineering
物理(学) ぶつり がく	butsur(gaku)	physics
全然 ぜんぜん	zenzen	not at all, entirely

Verbs

つか 使います(使わない)	<i>tsukaimasu (tsukaw-anai)</i>	use
と 取ります(取らない)	<i>torimasu (tor-anai)</i>	take (a class)

Phrase particles

とか	<i>to ka</i>	(things) like, such as
とも	<i>to ka mo</i>	also (things) like, such as
だけ	<i>dake</i>	just, only

Special expressions

ふうん	<i>fuun</i> (w/ rising intonation)	hmm
けっこう	<i>kekko</i>	quite, nice, wonderful, enough, sufficient (often by implication 'no thank you')
あまり	<i>amari</i>	not very much (plus negative)
あと	<i>ato</i>	lastly, remaining, and then

かくちょう

拡張 *Kakuchoo* Expansion

Find out the Japanese equivalent for your academic major or specialization and learn to say it.

Behind the Scenes

BTS 6 Academic majors and areas of specialization だいがく せんこう 大学の専攻

A major or field of study at university is called *senkoo*. A few sample majors are introduced above. A more general term is *senmon* which refers to specialization within a field of study but also areas of expertise in the day-to-day world or something that a person is simply interested in or good at. For instance, *Burajiru-koohee no senmon* 'a specialist on Brazilian coffee.'

BTS 7 [Noun + Phrase Particle] as a question

You have seen [Noun *wa*?] used to contrast an item with other items in the discussion. In this Scene we find Kanda-san asking Sasha about her major, using two Sentence fragments consisting of a [Noun plus Phrase Particle]:

さあしや サーシャさんは?	<i>Saasha-san wa?</i>	How about you, Sasha?
しゅうきょう 宗教も?	<i>Shuukyoo mo?</i>	Religion, too?

Sentence fragments are typical of casual conversation, but may occur in formal conversations, especially to follow up on what the other person just said. Kanda-san's first question (*Saasha-san wa?*) follows Sasha's question about his major, while the second (*Shuukyoo mo?*) follows Sasha's listing of what is included in a Japanese major.

BTS 8 Noun_x + とか Noun_x + to ka

[Noun + *to ka*] is used in relatively casual settings to mean 'things like.' There may be just one thing mentioned:

くつきい クッキーとか食べますか?	<i>Kukkii to ka tabemasu ka?</i>	Do you eat things like cookies?
----------------------	----------------------------------	---------------------------------

Or there may be multiple examples listed:

ちや お茶とかコーヒーとかあり ますよ。	<i>Ocha to ka koohii to ka arimasu yo.</i>	We have things like tea and coffee, you know.
----------------------------	--	--

BTS 9 Noun だけ Noun dake

a. Noun だけ Noun dake

The word *dake* means 'only, just.' Kanda-san asks Sasha about what is included in a Japanese major: *Nihongaku tte, nihongo dake ja nai desu ne*. 'Japanese studies isn't only Japanese language, right?'

らあめん ラーメンだけ食べました。	<i>Raamen dake tabemashita.</i>	I ate only ramen.
かんだ 神田さんだけ使いました。	<i>Kanda-san dake tsukaimashita.</i>	Only Kanda-san used it.

b. Category は・って X だけ Category wa/tte X dake

In the pattern [Noun_X wa/tte Noun_Y dake desu], Noun_Y designates some limitation on Noun_X. Compare:

にほんがく にほんご
日本学って、日本語だけじゃないですよ？ *Nihongaku tte, Nihongo dake ja nai desu yo ne?*
にほんがく にほんご
日本学は、日本語だけじゃないですよ？ *Nihongaku wa, Nihongo dake ja nai desu yo ne?*

Both of these are roughly equivalent to ‘Japanese studies isn’t only Japanese language, right?’

きょう かんだ
今日は神田さんだけです。 *Kyoo wa Kanda-san dake desu.* Today it’s only Kanda-san
(who’s coming).
としょかん
図書館ってここだけですか。 *Toshokan tte koko dake desu ka.* Is this the only library?

BTS 10 Multiple Phrase Particles: Phrase Particle + も・は *mo/wa*

You have seen Phrase Particles *wa* and *mo* following Nouns. Here you see that both of these Particles may also follow other Phrase Particles with the same function. Here are some examples:

A: こおひい の
コーヒー、飲みますか？ *Koohii, nomimasu ka?* Do you drink coffee?
B: ええ、お茶とかも 飲みま
すよ。 *Ee, ocha to ka mo nomimasu yo.* Yes, I drink Japanese tea and that sort
of thing, too, you know.
A: かみ
紙、ここにはないですよ。 *Kami, koko ni wa nai desu yo.* There’s no paper in here, is there.
B: あそこには？ *Asoko ni wa?* How about over there?
A: あそこにもないですが。 *Asoko ni mo nai desu ga.* There’s not any in there either, but . . .

BTS 11 あと + Noun

In a series of Nouns, the last one mentioned may be preceded by *ato*. This indicates that Noun following *ato* is somehow different from what precedes, or that the list is complete with the final Noun. The list then might be followed by a Phrase Particle, as with any other Noun.

しゃかいがく れきし しゅうきょう べん
社会学、歴史、あと宗教も勉 *Shakaigaku, rekishi, ato* I studied sociology . . . history . . .
強しました。 *shuukyoo mo benkyoo-* oh, and also religion.
shimashita.

おすし、やきとり、あと
ラーメンも好きです。

Osushi, yakitori, ato raamen I like sushi, yakitori, and oh, also
mo suki desu. ramen.

When *ato* precedes a quantity Noun, it indicates how much or how many remain or are left.

あと5分です。

Ato go-fun desu.

There are five minutes left.

あと10個作ってください。

Ato juk-ko tukutte kudasai.

Please make ten more.

BTS 12 曖昧 Ambiguity

Conventionally in Japan, it is considered to be easier on listeners if you indicate some uncertainty when talking about circumstances. Even when you ask your Japanese friend if she is going to the party on Saturday, she is likely to say “probably” when asked. If your friend saw Tanaka at the library and you ask if Tanaka is on campus, your friend might say, “I think so.” Dividing the world into black and white is not a Japanese trait. In fact, ambiguity can be a virtue, especially if it preserves interpersonal harmony.

You have now seen multiple examples of vagueness and/or indirect speech in Japan. In this Act you find two additional ways of showing uncertainty:

- a Tentative でしょう *desyoo* ‘probably’
- b Noun_x + って *tte* (in contrast to Noun_x + *wa*)

In previous Acts, you have seen other patterns that are associated with indirectness or uncertainty:

- c Negative questions to indicate uncertainty

たか
高くないですか? *Takaku nai desu ka?* Isn’t it expensive?

- d The use of ちよっと *chotto* as a polite refusal or to show difficulty

- e Leaving sentences unfinished with けど *kedo* or が *ga*

- f Hesitating with そうですねえ。 *Soo desu nee.*

Listen for these strategies when you talk to your Japanese teacher and/or friends. Try to include them in your own speech.

Now go to the Activity Book for 練習 *Renshuu* Practice and 腕試し *Tryout*.

Note

- 1 The prefix *go-* makes a word more polite. You will learn more about this in Act 6.

Scene 4-3 ^{わたし}私がしました。 *Watashi ga shimashita.*
I'm the one who did it.

Sasha surprises Kanda-san by telling him that she was responsible for finishing a task.



The script

かん だ 神田	さ あ し や サーシャ
これは、 ^{やました} 山下さんですね？	あ、いや、 ^{わたし} 私がしました。
^{ほんとう} 本当ですか？	はい。
いつ？	^{せんしゅう} 先週しました。
すごいな。 ^{たいへん} 大変だった？	いえ、 ^{べつ} 別に。
^{つか} お疲れ様。	

Kanda	Saasha
<i>Ko're wa Ya'ma'shita-san desu ne?</i>	<i>A, i'ya, wa'tashi ga shima'shita.</i>
<i>Ho'ntoo de'su ka?</i>	<i>Ha'i.</i>
<i>I'tsu?</i>	<i>Se'nshuu shima'shita.</i>
<i>Su'go'i 'na'. Ta'ihen da'tta?</i>	<i>I'e, be'tsu ni.</i>
<i>O'tsukaresama.</i>	

Kanda	Sasha
This (job) is Yamashita-san's (doing), right?	Oh, no, I'm the one who did it.
Really?	Yes.
When?	I did it last week.
Amazing! Was it tough?	No, not especially.
You worked hard.	



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単語と表現 Tango to hyoogen Vocabulary and expressions**Nouns**

いつ せんしゅう	<i>itsu</i>	when?
先週 せんしゅう	<i>senshuu</i>	last week
きのう	<i>kinoo</i>	yesterday
おととい	<i>ototoi</i>	day before yesterday
せんげつ 先月	<i>sengetsu</i>	last month
せんがっき 先学期	<i>sengakki</i>	last semester
せんじつ 先日	<i>senjitsu</i>	the other day
きょねん 去年	<i>kyonen</i>	last year
(お)さき (お)先	<i>(o)saki</i>	ahead, previous
ほんとう 本当	<i>hontoo</i>	true
たいへん 大変(な)	<i>taihen (na)</i>	tough (to do), awful, terrible
やました 山下さん	<i>Yamashita-san</i>	Yamashita-san

Verbs

しました	<i>shimashita</i>	did
かんが 考えます (考えない)	<i>kangaemasu (kangae-nai)</i>	think about, consider
かんが 考えました (考えなかった)	<i>kangaemashita (kangae-nakatta)</i>	thought
てつだ 手伝います (手伝わない)	<i>tetsudaimasu (tetsudaw-anai)</i>	help
てつだ 手伝いました (手伝わなかった)	<i>tetsudaimashita (tetsudaw-anakatta)</i>	helped

Phrase particleが *ga* [subject particle]**Behind the Scenes****BTS 13 Phrase Particle が *ga***

You have seen that Nouns can hook up to Core Sentences in a number of ways. When a Noun is the subject of a Sentence, it connects directly to the Core Sentence:

わたし かん だ
私、神田です。*Watashi, Kanda desu.*

I'm Kanda.

これ、おいしいですよ。

Kore, oishii desu yo.

This is tasty, you know.

You have also seen that the Phrase Particle *wa* might mark this Noun when there is a sense of contrast with other Nouns:

わたし かん だ
私は神田です。 *Watashi wa Kanda desu.* I (in contrast to others) am Kanda.
これはおいしいですよ。 *Kore wa oishii desu yo.* This (compared to other things) is tasty, you know.

Yet another possibility is that the Noun is in addition to something or someone else, in which case it is marked by *mo*:

わたし かん だ
私も神田です。 *Watashi mo Kanda desu.* I am also Kanda.
これもおいしいですよ。 *Kore mo oishii desu yo.* This is also tasty, you know.

In this Scene you see another possible subject marker: *ga*. Phrase Particle *ga* marks a subject when the Noun provides new information or information that the speaker believes the other person is looking for. Another way to look at this is that *ga* puts a spotlight on its Noun.

わたし かん だ
私が神田です。 *Watashi ga Kanda desu.* I am the one who is Kanda.
これがおいしいですよ。 *Kore ga oishii desu yo.* This is delicious, you know. (i.e. This is what is good [is what we want].)
そばが好きです。 *Soba ga suki desu.* (What) I like (is) soba noodles.
やました さん が 来 ます よ。 *Yamashita-san ga kimasu yo.* Yamashita-san is the one who's coming, you know.

It is no accident that question words in the subject position are more likely than other Nouns to be marked by *ga*:

だれが 作 り ます か？ *Dare ga tsukurimasu ka.* Who's going to make it?
どれが 高 い ですか？ *Dore ga takai desu ka.* Which one is expensive?

BTS 14 Past informal [Noun だった] [Noun *datta*] It was X

The past form of *da* is *datta*. Here Kanda-san mixes formal and informal forms in finding out who did a task. His use of informal when he asks *Itsu?* and *Taihen datta?* sounds friendlier and more sympathetic than *Itsu deshita ka?* and *Taihen deshita ka?* Keep in mind that he is Sasha's *senpai* at the company, and it is part of his job to encourage her.

あ の 会 議、 去 年 だ っ た。 *Ano kaigi, kyonen datta.* That meeting was last year.
さ か も と せん せい の 授 業 が 好 き だ っ た。 *Sakamoto-sensei no jugyoo ga suki datta.* (What) I liked was Sakamoto-sensei's class.

It should not come as a surprise that the negative form of [Noun *datta*] is [Noun *ja nakatta*] (drop *desu* from the formal [Noun *ja nakatta desu*]).

あの会議、先月じゃなかった? *Ano kaigi, sengetsu ja nakatta?* Wasn't that meeting last month?

神田さんの専攻は、歴史じゃなかったよ。文学だった。 *Kanda-san no senkoo wa, rekishi ja nakatta yo. Bungaku datta.* Kanda-san's major wasn't history! It was literature.

Now go to the Activity Book for 練習 *Renshuu* Practice and 腕試し *Udedameshi* Tryout.

Scene 4-4 会議の時間 *Kaigi no jikan* The time of the meeting

Kanda-san wants to confirm the particulars about an upcoming meeting.



The script

かん だ 神田	さ あ し や サーシャ
れんらく き 連絡、来しました？	え？ なん 何ですか？
らいげつ かい ぎ じ かん 来月の会議の時間。	ああ、そのことですか。今朝 聞きました。 は っ か じゅう じ 20日の10時ですよ？
はん 半からじゃなかったですか？	じゅう じ じゅういち じ はん いや、10時から11時半までですけど……。
そうか。えっと、ばしょ 場所は？いつものところですね？	はい、にひやくいちばん かい ぎ しつ 201番の会議室です。

Kanda	Saasha
<i>Re¹nraku, ki¹ma¹shita?</i>	<i>E? Na¹n desu ka?</i>
<i>Ra¹igetsu no ¹ka¹igi no ji¹kan.</i>	<i>A¹a, so¹no koto¹ desu ka. Ke¹sa ki¹kima¹shita.</i> <i>Ha¹tsuka no ¹ju¹u-ji desu yo ne.</i>
<i>Ha¹n kara ja ¹na¹katta desu ka?</i>	<i>Iy¹a, ju¹u-ji kara ju¹u-ichi-ji-ha¹n made desu kedo...</i>
<i>So¹o ka. E¹eto, ba¹sho wa? I¹tsu mo no to¹koro¹ desu ne?</i>	<i>Ha¹i, ni¹-hyaku-ichi¹ ban no ka¹igi¹shitsu desu.</i>

Kanda	Sasha
Did they get in touch with you?	Eh? About what?
The time of the meeting next month.	Oh, about that. I heard this morning. It's at 10:00 on the twentieth, right?
Wasn't it from half past (ten)?	No, it'll be from 10:00 to 11:30.
Is that so. Uhh, what about the place? Where we always meet, right?	Yes, in meeting room 201.



たんご ひょうげん

単語と表現 *Tango to hyoogen Vocabulary and expressions*

Nouns

れんらく 連絡(します)	<i>renraku (shimasu)</i>	contact, communication
いべんと イベント	<i>ibento</i>	event
こんさあと コンサート	<i>konsaato</i>	concert
こと 場所	<i>koto</i>	matter
ばしょ 場所	<i>basho</i>	place
ところ 場所	<i>tokoro</i>	place
いつも かいぎしつ 会議室	<i>itsu mo</i>	always
かいぎしつ 会議室	<i>kaigishitsu</i>	meeting room
きょうしつ 教室	<i>kyooshitsu</i>	classroom
れすとらん レストラン	<i>resutoran</i>	restaurant
かふえ カフェ	<i>kafe</i>	café
ほてる ホテル	<i>hoteru</i>	hotel
こうえん 公園	<i>kooen</i>	park
らいげつ 来月	<i>raigetsu</i>	next month
こんげつ 今月	<i>kongetsu</i>	this month
こんしゅう 今週	<i>konshuu</i>	this week
らいしゅう 来週	<i>raishuu</i>	next week
ことし 今年	<i>kotoshi</i>	this year
らいねん 来年	<i>rainen</i>	next year
らいがっき 来学期	<i>raigakki</i>	next term/semester
めいじ 明治	<i>Meiji</i>	Meiji era (1868–1912)
たいしょう 大正	<i>Taishoo</i>	Taisho era (1912–1926)
しょうわ 昭和	<i>Shoowa</i>	Showa era (1926–1989)
へいせい 平成	<i>Heisei</i>	Heisei era (1989–2019)
れいわ 令和	<i>Reiwa</i>	Reiwa era (2019–present)
けさ 今朝	<i>kesa</i>	this morning
こんばん 今晚	<i>konban</i>	this evening
さっき さっき	<i>sakki</i>	a while ago
はつか 20日	<i>hatsuka</i>	the twentieth day of the month

Verbs

聞きます (聞かない)	<i>kikimasu (kik-anai)</i>	hear; listen
聞きました (聞かなかった)	<i>kikimashita (kik-anakatta)</i>	heard; listened

Phrase particles

から	<i>kara</i>	from (starting point)
まで	<i>made</i>	up to, until

Classifiers

にち・か ～日	-nichi/-ka	classifier for naming the day of the month			
ついたち 1日	tsuitachi	the 1st	じゅうしちにち 17日	juu-shichi-nichi	the 17th
ふつか 2日	futsuka	the 2nd	じゅうはちにち 18日	juu-hachi-nichi	the 18th
みっか 3日	mikka	the 3rd	じゅうくにち 19日	juu-ku-nichi	the 19th
よっか 4日	yokka	the 4th	はつか 20日	hatuka	the 20th
いつか 5日	itsuka	the 5th	にじゅういちにち 21日	ni-juu-ichi-nichi	the 21st
むいか 6日	muika	the 6th	にじゅうににち 22日	ni-juu-ni-nichi	the 22nd
なのか 7日	nanoka	the 7th	にじゅうさんにち 23日	ni-juu-san-nichi	the 23rd
ようか 8日	yooka	the 8th	にじゅうよっか 24日	ni-juu-yokka	the 24th
このか 9日	kokonoka	the 9th	にじゅうごにち 25日	ni-juu-go-nichi	the 25th
とおか 10日	tooka	the 10th	にじゅうろくにち 26日	ni-juu-roku-nichi	the 26th
じゅういちにち 11日	juu-ichi-nichi	the 11th	にじゅうしちにち 27日	ni-juu-shichi-nichi	the 27th
じゅうににち 12日	juu-ni-nichi	the 12th	にじゅうはちにち 28日	ni-juu-hachi-nichi	the 28th
じゅうさんにち 13日	juu-san-nichi	the 13th	にじゅうくにち 29日	ni-juu-ku-nichi	the 29th
じゅうよっか 14日	juu-yokka	the 14th	さんじゅうにち 30日	san-juu-nichi	the 30th
じゅうごにち 15日	juu-go-nichi	the 15th	じゅうろくにち 31日	san-juu-ichi-nichi	the 31st
じゅうろくにち 16日	juu-roku-nichi	the 16th	なんにち 何日	nan-nichi	what date?
がつ -月	-gatsu	classifier for naming the months of the year			
いちがつ 一月	ichi-gatsu	January	しちがつ 七月	shichi-gatsu	July
にがつ 二月	ni-gatsu	February	はちがつ 八月	hachi-gatsu	August
さんがつ 三月	san-gatsu	March	くがつ 九月	ku-gatsu	September
しがつ 四月	shi-gatsu	April	じゅうがつ 十月	juu-gatsu	October
ごがつ 五月	go-gatsu	May	じゅういちがつ 十一月	juuichi-gatsu	November
ろくがつ 六月	roku-gatsu	June	じゅうにがつ 十二月	juuni-gatsu	December
			なんがつ 何月	nan-gatsu	what month

ばん 番	<i>ban</i>	classifier for naming a numbers in a series
ねん 年	<i>nen</i>	classifier for naming the years
にせんじゅうはちねん 2018年	<i>ni-sen-juu-hachi-nen</i>	the year 2018

Special expressions

そうか。	<i>Soo ka.</i>	Is that so. (expression of awareness)
いつものX	<i>itsu mo no X</i>	the usual X (e.g., 場所 <i>basho</i> place, 時間 <i>jikan</i> time, ところ <i>tokoro</i> place)

かくちょう

拡張 *Kakuchoo* Expansion

- 1 Find out the Japanese equivalent for the next major holiday where you live and learn how to say it.
- 2 Pick some of your favorite restaurant or fast food chains and find out if they are in Japan. If they are, find out how to say the name in Japanese.

Behind the Scenes

BTS 15 Questions without か

Here you find that Kanda-san asks Sasha if someone has been in touch, using a question without a final Sentence Particle か. This is typical of speech that is a bit less formal but not yet informal or casual. Listen carefully for the pitch profile of questions like this.

ひる 昼ごはん、食べました?	<i>Hiru-gohan, tabemashita?</i>	Did you eat lunch?
このかんじ、わかります?	<i>Kono kanji, wakarimasu?</i>	Do you know this kanji?
きょうのしゅくだい 今日の宿題しました?	<i>Kyoo no shukudai shimashita?</i>	Did you do today's homework?

BTS 16 そのこと *Sono koto* That matter, that thing

You have seen *koto* in previous Acts in the pattern [Noun + *no koto*] meaning ‘matters having to do with N.’ Here you see it in combination with *sono*. Remember that *sono* N refers to ‘that N near you’ but also, as is the case here, ‘that N you just mentioned.’ Compare *sono koto* to *ano koto* ‘that matter/experience that we both know (but that will remain unmentioned here).’

BTS 17 Classifier ～^{ばん}番 -ban

When you want to name numbers in a series or sequence, the classifier is *-ban*.

じゅうごばん なんぺ え じ
15 番、何ページですか。

Juugo-ban, nan-peeji desu ka.

What page is number fifteen?

あしたのクラス、
さんびやくじゅう ばんきょうしつ
310 番教室です。

Ashita no kurasu, sanbyakujuu-ban kyooshitsu desu.

Tomorrow's class is in classroom 310.

There is a good deal of flexibility in naming room numbers. So *kyooshitsu sanbyakujuu-ban*, *sanbyakujuu-ban no kyooshitsu*, and *san-maru-ichi no kyooshitsu* are all correct. Japanese does not break room numbers into two-digit chunks as English does (2138, for example, becomes twenty-one thirty-eight in English).

You may also be surprised to find that the numbers 4 (*shi*) and 42 (*shini*) are often skipped in room and floor numbers in Japan. The pronunciations of these are the same as 'death' and they are considered to be unlucky.

BTS 18 Calendar and holidays

In addition to being fully aware of the Western calendar, Japan maintains its own calendar in which years are counted by era. An era ends when one emperor dies or abdicates (as in the case of the Heisei emperor) and a new emperor ascends to the throne. The emperor is never referred to by any given name (even though he has one). Rather, when an emperor takes the throne, he chooses (in close collaboration with advisors) a name for his era which is the name by which he himself will be known thereafter. In common parlance the current emperor is known as ^{てんのうへい か}天皇陛下 *Tennoo-heika* (the Emperor). The first year of an era is called ^{がねん}元年 *gan-nen*. Thereafter the years are counted with the Chinese numeral plus ^{ねん}年 *-nen*. The most recent eras are Meiji, Taisho, Showa, Heisei, and Reiwa.

Japan recognizes fifteen national holidays:

1. New Year's Day (^{がんにつ}元日): January 1. The New Year's season is more commonly called ^{しょうがつ}お正月. Most offices are closed January 1–3.
2. Coming of Age Day (^{せいじん ひ}成人の日): second Monday in January. This holiday acknowledges those who have reached the age of maturity (20) during the year.
3. Foundation Day (^{けんこく き ねん び}建国記念日): February 11. On this day citizens are encouraged to reflect on the establishment of Japan as a nation.
4. Emperor's Birthday (^{てんのうたんじょう び}天皇誕生日): February 23.

5. Vernal Equinox (春分の日): usually around March 20.
6. Showa Day (昭和の日): April 29. Celebrates the Showa Emperor who died in 1989.
7. Constitution Day (憲法記念日): May 3. Commemorates the day (in 1948) on which Japan's postwar constitution took effect.
8. Green Day (緑の日): May 4. Celebrated as a day to appreciate nature.
9. Children's Day (こどもの日): May 5.
10. Marine Day (海の日): third Monday of July. Celebrated as a day to appreciate the sea and the maritime nation that is Japan.
11. Respect for the Aged Day (敬老の日): third Monday of September.
12. Autumnal Equinox (秋分の日): usually around September 23.
13. Sports Day (スポーツの日): second Monday of October.
14. Culture Day (文化の日): November 3.
15. Labor/Thanksgiving Day (勤労感謝の日): November 23.

Note that Showa Day, Constitution Day, Green Day, and Children's Day all fall within a week of each other (April 29–May 5). This string of holidays is known as “Golden Week” and is a time when many Japanese people travel or take a special holiday.

BTS 19 Japanese numerals and naming dates in a month

Use of the Japanese series is limited in the sense that it remains for only numerals 1 through 10 (with a few exceptions). Above, you see the dates of the month. The classifier for days is [Japanese numeral + *-ka*] for 2 through 10, then [Chinese numeral + *-nichi*] after 10. Note the exceptions for the first, fourteenth, twentieth, and twenty-fourth.

じゅうろくにち い 16日に行きましょう。	<i>Juu-roku-nichi ni ikimashoo.</i>	Let's go on the sixteenth.
いつ か かえ 5日に帰りましたよ。	<i>Itsuka ni kaerimashita yo.</i>	He went home on the fifth, you know.
ふつ か き 2日来ませんか？	<i>Futsuka ni kimasen ka?</i>	Won't you come on the second?

Like clock time (*-ji*), dates of the month take Phrase Particle *ni* in a Sentence.

BTS 20 Relative time

A number of Nouns have come up that are used to refer to “relative time”—that is, words that derive their meaning from their relationship to the present (now or today), as opposed

to words that refer to dates or days of the week. These include all of the words in the list below, as well as *sakki*, *ima*, and *ato de*.

おととい	<i>ototoi</i>	day before yesterday	きょねん 去年	<i>kyonen</i>	last year
きのう	<i>kinoo</i>	yesterday	こんしゅう 今週	<i>konshuu</i>	this week
きょう 今日	<i>kyoo</i>	today	こんげつ 今月	<i>kongetsu</i>	this month
あした	<i>ashita</i>	tomorrow	ことし 今年	<i>kotoshi</i>	this year
せんしゅう 先週	<i>senshuu</i>	last week	らいしゅう 来週	<i>raishuu</i>	next week
せんげつ 先月	<i>sengetsu</i>	last month	らいげつ 来月	<i>raigetsu</i>	next month
せんがっき 先学期	<i>sengakki</i>	last term/semester	らいがっき 来学期	<i>raigakki</i>	next term/semester
			らいねん 来年	<i>rainen</i>	next year

You do not need to know what day today is in order to understand ‘Let’s meet on June 26.’ But you do need to know what day today is in order to understand ‘Let’s meet tomorrow.’ For the most part, Nouns indicating relative time do not take Phrase Particle *ni* in a Sentence.

あしたいきましよう。	<i>Ashita ikimashoo.</i>	Let’s go tomorrow.
おとといかえりましたよ。	<i>Ototoi kaerimashita yo.</i>	He went home the day before yesterday, you know.
きのうしちじきのうしち じ 昨日 7時にできました。	<i>Kinoo 7:00 ni dekimashita.</i>	It was finished yesterday at 7:00.

BTS 21 The past used in recall

In this Scene, when Kanda-san asks Sasha about the time of next month’s meeting, he says:

はん 半からじゃなかったですか？	<i>Han kara ja nakatta desu ka?</i>	Wasn’t it from half-past?
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He is actually asking about the future, but uses the past *ja nakatta*. This use of the past typically indicates that the speaker knows this from some past experience, and is drawing on memory or has just realized that something is true. In English, too, we might say, “Wasn’t her name Yamamoto?” We don’t mean that it’s changed—only that that’s what we remember. This use of the past to recall things can also be a polite way of asking someone a question. Imagine that your co-worker assumes that you are covering tomorrow’s assignment. You might politely disagree by using the past:

あした すずき 明日は鈴木さんじゃなかった ですか？	<i>Ashita wa Suzuki-san ja nakatta desu ka?</i>	Wasn’t tomorrow (supposed to be) Suzuki-san?
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The use of the past (and the negative) here makes your contradiction of your co-worker more indirect and softer.

BTS 22 Noun + から・まで Noun + *kara/made*

Two new Phrase Particles are introduced here for designating the starting point and end point of a time sequence: *kara* ‘from’ and *made* ‘until, up to (and including).’

ふつか と お か い 2 日から 10 日まで行きます。	<i>Futsuka kara tooka made ikimasu.</i>	We’ll go from the second until the tenth.
きょう 今日はここまで。	<i>Kyoo wa koko made.</i>	That’s all for today. (lit. ‘Up to here for today.’ Teachers often say this to dismiss class)

Phrase Particles *wa* and *mo* can also combine with these two Particles, in their usual sense.

じゅうくにち い 19 日からは行きません。	<i>Juu-ku-nichi kara wa ikimasen.</i>	I won’t be going from the nineteenth.
はつか 20 日までは?	<i>Hatsu-ka made wa?</i>	How about up until the twentieth? (i.e. Will you be available?)

In fact, these Particles can mark the start and end point for location, as well.

とうきょう かえ 東京から帰りました。	<i>Tookyoo kara kaerimashita.</i>	I returned from Tokyo.
にひゃくぺえじ 200 ページまでしました。	<i>Ni-hyaku-peeji made shimashita.</i>	I did up to page two hundred.

Now look again at the *kotowaza* that introduced Act 2, from the ancient Chinese scholar Lao Tzu (604-531 BC):

せんり みち いっぽ 千里の道も一歩から	<i>Senri no michi mo ippo kara</i>	A journey of a thousand miles begins with a single step
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In this phrase *ippo kara* means ‘from step one.’ The entire phrase literally means, ‘Even the road to a distant place starts from step one.’

BTS 23 Phrase Particle + です Phrase Particle + *desu*

Up until now, you have only seen the various forms of *desu* in combination with Nouns. Here you see the combination [Noun + Phrase Particle] acting as a Noun followed by *desu*:

じゅうじ じゅういちじ 10 時から 11 時までです。	<i>Juu-ji kara juu-ichi-ji made desu.</i>	It’s from 10:00 until 11:00.
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くらす きょう クラスは今日からじゃないで すか？	<i>Kurasu wa kyoo kara ja nai desu ka?</i>	Don't classes start today? (Aren't classes from today?)
きょう 今日はここまでです。	<i>Kyoo wa koko made desu.</i>	That's all for today.

Not all Phrase Particles combine with *desu* in this way. Other combinations will be noted as they come up.

It follows that these [Noun + Phrase Particle] combinations can modify another Noun if they are connected with Particle の. This pattern only occurs with Phrase Particles such as まで, から, へ, and で.

だれ れ ぽ お と 誰からのレポートですか？	Who is it a report from? (lit. 'It's a report from whom?')
あ きょう しゅく だい わす あ、今日までの宿題、忘れました！	Oh, I forgot about the homework (that was to be done) by today!

Now go to the Activity Book for 練習 *Renshuu* Practice and 腕試し *Udedameshi* Tryout.

Scene 4-5 ^{つか}使いやすかったですよ! *Tsukaiyasukatta desu yo!* It was easy to use!

Amy asks Takashi for his opinion about which room to use for a project they are working on.



The script

え い み い エイミー	たかし 孝
なんばん へ や つか 何番の部屋を使いましょうか。	いつかい ひ や く な ばん きょうしつ 一階の107番教室はどうですか?
いちまるなばん 107番ですか?	はい、きのう つか はい、昨日も使いましたが、わりと使いやすかったですよ!
そうですか。じゃあそうしましょう。	

Amy	Takashi
<i>Na¹nban no he^fya¹ o tsu^fkaimasho¹o ka.</i>	<i>I^fk-kai no hya^fku-nana-ban kyo¹oshitsu wa ^fdo¹o desu ka?</i>
<i>I^fchi-ma¹ru-na^fna¹-ban desu ka?</i>	<i>Haⁱ, ki^fno¹o mo tsu^fkaima¹shita kedo, wa^fri to tsukaiya¹sukatta desu yo!</i>
<i>So¹o desu ka. Ja¹a so^fo shima¹shoo.</i>	

Amy	Takashi
What number room should we use?	How about classroom 107?
107?	Yes, we used it yesterday too, and it was relatively easy to use!
Is that so. Well, then let's do that.	



たんご ひょうげん

単語と表現 *Tango to hyoogen Vocabulary and expressions*

Nouns

へや 部屋	<i>heya</i>	room
おふす オフィス	<i>oisu</i>	office
ふおんと フロント	<i>fonto</i>	font
じてんしゃ 自転車	<i>jitensha</i>	bicycle
ちか 地下	<i>chika</i>	basement, underground

Adjectives

つか 使いやすい	<i>tsukaiyasui</i>	easy to use
つか 使いにくい	<i>tsukainikui</i>	hard to use

Classifiers

かい 階 <i>kai</i>	classifier for naming and counting floors in a building				
いっかい 1階 <i>ik-kai</i>	one floor/first floor	ろっかい 6階	<i>rok-kai</i>	six floors/sixth floor	
にかい 2階 <i>ni-kai</i>	two floors/second floor	ななかい 7階	<i>nana-kai</i>	seven floors/seventh floor	
さんがい 3階 <i>san-gai</i>	three floors/third floor	はっかい はちかい 8階・8階	<i>hak-kai/hachi-kai</i>	eight floors/eighth floor	
よんかい 4階 <i>yon-kai</i>	four floors/fourth floor	きゅうかい 9階	<i>kyuu-kai</i>	nine floors/ninth floor	
ごかい 5階 <i>go-kai</i>	five floors/fifth floor	じっかい じゅうかい 10階・10階	<i>jik-kai/juk-kai</i>	ten floors/tenth floor	
		なんがい 何階	<i>nan-gai</i>	how many floors/which floor	

ばんきょうしつ ～番教室	<i>-ban kyooshitsu</i>	classifier for naming classroom numbers
ごうしつ ～号室	<i>-gooshitsu</i>	classifier for naming room numbers

Phrase particles

を

o

[object particle]

Special expressions

そうしましょう。	<i>Soo shimashoo</i>	Let's do that.
わりと	<i>wari to</i>	relatively
いちばん 一番	<i>ichi-ban</i>	most

Behind the Scenes

BTS 24 Phrase Particle を o

You have seen that Nouns can hook up to Core Sentences in a number of ways. When a Noun is the object of a Sentence, it connects directly to the Core Sentence:

やとり た 焼き鳥、食べますか。	<i>Yakitori, tabemasu ka.</i>	Do you eat yakitori?
つか これ、使いましたね？	<i>Kore, tsukaimashita ne.</i>	You used this, didn't you?

You have also seen that the Phrase Particle *wa* might mark this Noun when there is a sense of contrast with other Nouns:

やとり た 焼き鳥は食べますか。	<i>Yakitori wa tabemasu ka.</i>	Do you eat yakitori? (It seems that you don't eat other things, but how about yakitori?)
つか これは使いましたね？	<i>Kore wa tsukaimashita ne.</i>	How about this, you used it, didn't you?

Yet another possibility is that the Noun is in addition to something or someone else, in which case it is marked by *mo*:

やとり た 焼き鳥も食べますか。	<i>Yakitori mo, tabemasu ka.</i>	Do you eat yakitori too?
つか これも使いましたね？	<i>Kore mo tsukaimashita ne.</i>	You used this too, didn't you?

In this Scene you see another possible object marker: *o*. Phrase Particle *o* marks an object when the Noun is new information or is information that the speaker believes the other person is looking for. Another way to look at this is that *o* puts a spotlight on its Noun. It is no accident that question words are much more likely than other Nouns to be marked by *o*:

なに つく 何を作りますか。	<i>Nani o tsukurimasu ka.</i>	What are you going to make?
いちばん よ どれを一番読みますか。	<i>Dore o ichiban yomimasu ka.</i>	Which one do you read most?

Other examples include (note the English translations):

この部屋を使いますか。 へ や つか	<i>Kono heya o tsukaimasu ka.</i>	Will you use this room? (Is this the room you will use?)
これをお願いします。 ねが	<i>Kore o onegai-shimasu.</i>	I'll take this. (This is what I request.)
昨日授業を始めました。 きの う じゅぎょう はじ	<i>Kinoo jugyoo o hajimemashita.</i>	We started class yesterday. (What we started yesterday was class.)
一番古いのを買いましたよ。 いちばんふる か	<i>Ichiban hurui no o kaimashita yo.</i>	I bought the oldest one, you know. (What I bought was the oldest one, you know.)

Note that *ga* (subject marker) and *o* (object marker) have a lot in common. Both put special emphasis on their Noun as important information that the listener may not know.

BTS 25 Compounds

a. Verb_x stem ~やすい・にくい Verb_x stem -*yasui/-nikui*

The stem of a Verb (-*masu* form minus the -*masu*) combined with -*yasui* yields an Adjective that means 'easy to X':

読みやすい よ	<i>yomiyasui</i>	easy to read
しやすい し	<i>shiyasui</i>	easy to do

Similarly, the stem of a Verb combined with -*nikui* yields an Adjective that means 'hard to X':

読みにくい よ	<i>yominikui</i>	hard to read
しにくい し	<i>shinikui</i>	hard to do

Here are more examples:

この宿題は読みにくかったですねえ! しゅくだい	<i>Kono shukudai wa yominikukatta desu nee!</i>	This homework was hard to read, wasn't it!
すごい買いやすいですよ。 か	<i>Sugoi kaiyasui desu yo.</i>	It's really easy to buy, you know.

Note that *minikui* has two meanings. It can mean ‘hard to see, obscure.’ But it can also mean ‘ugly, unattractive.’ These two meanings are distinguished in writing with different kanji.

b. Compound words

You have seen numerous examples of compound words so far. Among Nouns these include *Fukuzawa-daigaku* ‘Fukuzawa University’ and *Nihongo-kurabu* ‘Japanese Language Club.’ These compounds all refer to a specific entity. The difference between *Tookyoo no daigaku* and *Tookyoo-daigaku* is that the former refers to ‘universities in Tokyo’ while the latter refers only to Tokyo University.

A Noun in combination with some form of *shimasu* is a compound Verb. *Shitsurei-shimasu* ‘excuse me’ is a compound made up of *shitsurei* ‘rude’ plus *shimasu* ‘do.’ *Onegai-shimasu* ‘please give me a hand’ is a combination of the Verb root *onegai* ‘request’ plus *shimasu* ‘do.’ Other combinations include:

べんきょう 勉強	<i>benkyoo</i>	study (Noun)	べんきょう 勉強します	<i>benkyoo-shimasu</i>	study (Verb)
でんわ 電話	<i>denwa</i>	telephone (Noun)	でんわ 電話します	<i>denwa-shimasu</i>	make a phone call (Verb)
しごと 仕事	<i>shigoto</i>	work (Noun)	しごと 仕事します	<i>shigoto-shimasu</i>	(do) work (Verb)

BTS 26 わりと *wari to*

Wari to is an expression that means ‘relatively, rather, unusually, pretty.’

わりと高かったですけど……。 *Wari to takakatta desu kedo...* It was pretty expensive, but...

You have now seen a variety of expressions that can qualify the meaning of a Sentence. Compare:

わりと読みにくいですよ。	<i>Wari to yominikui desu yo.</i>	It’s pretty hard to read, you know.
結構読みにくいですよ。	<i>Kekkoo yominikui desu yo.</i>	It’s quite hard to read, you know.
すごく読みにくいですよ。	<i>Sugoku yominikui desu yo.</i>	It’s awfully hard to read, you know.
あまり読みにくくないですよ。	<i>Amari yominikuku nai desu yo.</i>	It’s not very hard to read, you know.
全然読みにくくないですよ。	<i>Zenzen yominikuku nai desu yo.</i>	It’s not at all hard to read, you know.

Now go to the Activity Book for 練習 *Renshuu* Practice and 腕試し *Udedameshi* Tryout.

Scene 4-6 がんば頑張ります。 *Ganbarimasu. I'll do my best.*

Kanda-san and Sasha just completed a task.



The script

かん だ 神田	さ あ し や サーシャ
つか お疲れ様。時間、どのぐらいかかりましたか？ す ごくかかりませんでしたか？	そうですねえ。ほとんど ^{さん じ かん} 3時間ぐらいですかねえ。
たいへん 大変でしたね。明日 ^{あした} もお願いしますね？	はい、 ^{がんば} 頑張ります！

<i>Kanda</i>	<i>Saasha</i>
<i>O^ttsukaresama. Ji^fkan¹, do^fno-gurai kakarima¹ shita ka? Su^fgo¹ku ka^fkarimase¹n deshita ka?</i>	<i>So¹o desu ^fne¹e. Ho^fto¹ndo sa^fnjikan gu¹rai desu ka ^fne¹e.</i>
<i>Ta^fihen de¹shita ^fne¹. A^fshita¹ mo o^fnegai shima¹su ^fne¹.</i>	<i>Hai, ga^fnbarima¹su!</i>

<i>Kanda</i>	<i>Sasha</i>
You must be tired. How much time did it take? Didn't it take an awful lot?	Hmm . . . I guess it took almost about three hours.
That was tough, wasn't it. Please do it tomorrow too, okay?	Yes, I'll do my best!



たん ぎ ひょうげん単語と表現 *Tango to hyoogen Vocabulary and expressions*

Nouns

ほとんど	<i>hotondo</i>	almost; barely (plus negative)
さん じ かん 3時間	<i>sanjikan</i>	three hours

げつよう 月曜(日)	<i>getsuyoo(bi)</i>	Monday
かよう 火曜(日)	<i>kayoo(bi)</i>	Tuesday
すいよう 水曜(日)	<i>suiyoo(bi)</i>	Wednesday
もくよう 木曜(日)	<i>mokuyoo(bi)</i>	Thursday
きんよう 金曜(日)	<i>kin'yoo(bi)</i>	Friday
どよう 土曜(日)	<i>doyoo(bi)</i>	Saturday
にちよう 日曜(日)	<i>nichiyoo(bi)</i>	Sunday
なんよう 何曜(日)	<i>nan'yoo(bi)</i>	what day (of the week)?
こんがっき 今学期	<i>kongakki</i>	this academic term

Verbs

かかります (かからない)	<i>kakarimasu (kakar-anai)</i>	take (time), cost (money)
かかりました (かからなかった)	<i>kakarimashita (kakar-anakatta)</i>	took (time), cost (money)
がんばります (頑張らない)	<i>ganbarimasu (ganbar-anai)</i>	do one's best
がんばりました (頑張らなかった)	<i>ganbarimashita (ganbar-anakatta)</i>	did one's best
いります (いらない)	<i>irimasu (ir-anai)</i>	need
いりました (いらなかった)	<i>irimashita (ir-anakatta)</i>	needed

Classifiers

にち・か ～日	<i>-nichi/-ka</i>	classifier for naming and counting days
いちにち 1 日	<i>ichi-nichi</i>	one day
よう 曜(日)	<i>yoo(bi)</i>	days of the week

じ かん 時間	<i>jikan</i>	classifier for counting hours			
いち じ かん 1 時間	<i>ichi-jikan</i>	1 hour	ろく じ かん 6 時間	<i>roku-jikan</i>	6 hours
に じ かん 2 時間	<i>ni-jikan</i>	2 hours	しち じ かん 7 時間	<i>shichi-jikan</i>	7 hours
			なな じ かん 7 時間	<i>nana-jikan</i>	
さん じ かん 3 時間	<i>san-jikan</i>	3 hours	はち じ かん 8 時間	<i>hachi-jikan</i>	8 hours
よ じ かん 4 時間	<i>yo-jikan</i>	4 hours	く じ かん 9 時間	<i>ku-jikan</i>	9 hours
ご じ かん 5 時間	<i>go-jikan</i>	5 hours	じゅう じ かん 10 時間	<i>juu-jikan</i>	10 hours
			なん じ かん 何時間	<i>nan-jikan</i>	how many hours?

しゅうかん 週 間	<i>shuukan</i>	classifier for counting weeks			
いっしゅうかん 1 週間	<i>is-shuukan</i>	1 week	ろくしゅうかん 6 週間	<i>roku-shuukan</i>	6 weeks
にしゅうかん 2 週間	<i>ni-shuukan</i>	2 weeks	ななしゅうかん 7 週間	<i>nana-shuukan</i>	7 weeks
さんしゅうかん 3 週間	<i>san-shuukan</i>	3 weeks	はっしゅうかん 8 週間	<i>has-shuukan</i>	8 weeks
よんしゅうかん 4 週間	<i>yon-shuukan</i>	4 weeks	きゅうしゅうかん 9 週間	<i>kyuu-shuukan</i>	9 weeks
ごしゅうかん 5 週間	<i>go-shuukan</i>	5 weeks	じっしゅうかん 10 週間	<i>jis-shuukan</i>	10 weeks
			じゅうしゅうかん 10 週間	<i>jus-shuukan</i>	
			なんしゅうかん 何 週間	<i>nan-shuukan</i>	how many weeks?

げつ か 月	<i>kagetsu</i>	classifier for counting months			
いっげつ 1 か月	<i>ik-kagetsu</i>	1 month	ななげつ 7 か月	<i>nana-kagetsu</i>	7 months
にげつ 2 か月	<i>ni-kagetsu</i>	2 months	はちげつ 8 か月	<i>hachi-kagetsu</i>	8 months
さんげつ 3 か月	<i>san-kagetsu</i>	3 months	きゅうげつ 9 か月	<i>kyuu/ku-kagetsu</i>	9 months
よんげつ 4 か月	<i>yon-kagetsu</i>	4 months	じっげつ 10 か月	<i>jik-kagetsu</i>	10 months
ごげつ 5 か月	<i>go-kagetsu</i>	5 months	じゅういっげつ 11 か月	<i>juu-ik-kagetsu</i>	11 months
ろっげつ 6 か月	<i>rok-kagetsu</i>	6 months	じゅうにげつ 12 か月	<i>juu-ni-kagetsu</i>	12 months
			なんげつ 何 か月	<i>nan-kagetsu</i>	how many months?

ねん 年	<i>nen</i>	classifier for naming and counting years			
いちねん 1 年	<i>ichi-nen</i>	1 year, first year	ろくねん 6 年	<i>roku-nen</i>	6 years, sixth year
にねん 2 年	<i>ni-nen</i>	2 years, second year	ななねん 7 年	<i>nana-nen</i>	7 years, seventh year
さんねん 3 年	<i>san-nen</i>	3 years, third year	はちねん 8 年	<i>hachi-nen</i>	8 years, eighth year
よねん 4 年	<i>yo-nen</i>	4 years, fourth year	きゅうねん 9 年	<i>kyuu-nen</i>	9 years, ninth year
ごねん 5 年	<i>go-nen</i>	5 years, fifth year	じゅうねん 10 年	<i>juu-nen</i>	10 years, tenth year
			なんねん 何 年	<i>nan-nen</i>	how many years, which year?

がっき 学期	<i>gakki</i>	academic term			
いちがっき 1 学期	<i>ichi-gakki</i>	1 term/first term	さんがっき 3 学期	<i>san-gakki</i>	3 terms/third term
にがっき 2 学期	<i>ni-gakki</i>	2 terms/second term	なんがっき 何 学期	<i>nan-gakki</i>	how many terms; which term

Behind the Scenes

BTS 27 Double-ga Sentences: 時間がかかります。 *Jikan ga kakarimasu.* It takes time.

Accomplishing the actions described by some Verbs, such as *wakarimasu* ‘understand,’ *dekimasu* ‘can do, become finished,’ *irimasu* ‘need,’ *kakarimasu* ‘take (time, money)’ and *arimasu* ‘have, exist’ is not under human control. You cannot decide to understand or that you can do something. These Verbs do not take a Noun marked by *o*. There might be two Nouns associated with any of these Core Sentences, and either or both can be marked by *ga*.

えいご わ 英語が分かります。	<i>Eigo ga wakarimasu.</i>	He understands English. (It’s English that he understands.)
たなか わ 田中さんが分かります。	<i>Tanaka-san ga wakarimasu.</i>	Tanaka-san understands it. (It’s Tanaka-san who understands.)
たなか えいご わ 田中さんが英語が分かり ます。	<i>Tanaka-san ga eigo ga wakarimasu.</i>	It’s Tanaka-san who understands English.

Kakarimasu, which comes up in this Act, is a Verb that means ‘take/require some resource (such as time, money, etc.)’ *Irimasu* is a Verb that means ‘need/require’ in a general sense.

In addition to the above-mentioned Verbs, all Adjectives and [Noun *desu*] are often labeled “double-*ga*” for the very reason that you might see two *ga*-phrases in a single Sentence.

しゅくだい じかん その宿題、時間がかかりました ねえ。	<i>Sono shukudai, jikan ga kakarimashita nee.</i>	That homework took time, didn’t it!
にほんご くらす かみ 日本語のクラスで紙がいります。	<i>Nihongo no kurasu de kami ga irimasu.</i>	In the Japanese class we need some paper.
たなか えいご じょうず 田中さんが英語が上手です。	<i>Tanaka-san ga eigo ga joozu desu.</i>	Tanaka-san is good at English. (It’s Tanaka who is good at English.)
つか どれが使いやすいですか？	<i>Dore ga tsukaiyasui desu ka?</i>	Which one is easy to use?
みせ かれ えらい す どの店がカレーライスがおいしい ですか？	<i>Dono mise ga kareeraisu ga oishii desu ka?</i>	Which store has good curry rice?

BTS 28 Word order

Now that you have seen sentences with multiple [Noun + Particle] combinations, you may also notice that word order is quite flexible in Japanese. All of the following are fine.

かん だ げつよう び きん
神田さんが月曜日から金
よう び い
曜日まで行きます。

*Kanda-san ga getsuyoobi kara
kinyoobi made ikimasu.*

Kanda-san will go from
Monday until Friday.

げつよう び きんよう び かん
月曜日から金曜日まで神
だ き
田さんが来ます。

*Getsuyoobi kara kinyoobi
made Kanda-san ga kimasu.*

From Monday until Friday
Kanda-san will come.

に ほん ご く ら す かみ
日本語のクラスで紙がいり
ます。

*Nihongo no kurasu de kami ga
irimasu.*

In the Japanese class we need
some paper.

かみ に ほん ご く ら す
紙が日本語のクラスでいり
ます。

*Kami ga Nihongo no kurasu de
irimasu.*

We need some paper in the
Japanese class.

かみ に ほん ご
紙はあしたの日本語の
く ら す
クラスでいらいます。

*Kami wa ashita no Nihongo no
kurasu de irimasu.*

As for paper, we need some in
the Japanese class tomorrow.

In general, word order in a Sentence follows the pattern [Time + Place + Subject + Object + Verb/Adjective/Noun *desu*]. But depending on the context and focus of attention, this can change. Notice also that [Noun *wa*] phrases tend to go first.

BTS 29 Naming vs. counting classifiers

You have seen the following classifiers so far:

-ji for naming (o'clock) hours, *-fun* for counting minutes, *-mai* for counting thin flat objects, *-en* 'yen,' *-doru* 'dollars,' *-sento* 'cents.'

We can divide these classifiers into two kinds:

- Naming classifiers, or those that name an element in a sequence (*-ji*, TIME-*mae*, TIME-*sugi*)
- Counting classifiers, or those that indicate an amount (*-mai*, *-en*, *-doru*, *-sento*)

In this Scene we see six new classifiers. Make special note of the use of Phrase Particle *ni* with naming classifiers in the examples that follow. Notice also that *dono gurai* and *dore gurai* can be used interchangeably to mean 'about how much.'

a *-yoobi*: a classifier for naming the seven days of the week

すいようび つか 水曜日に使います。	<i>Suiyoobi ni tsukaimasu.</i>	We will use it on Wednesday. (<i>suiyoobi</i> is a naming classifier)
-----------------------	--------------------------------	---

b *-jikan*: a classifier for counting the number of hours

に じ かけ 2時に帰りました。	<i>Ni-ji ni kaerimashita.</i>	We went home at 2:00. (<i>-ji</i> is a naming classifier)
---------------------	-------------------------------	--

に じ かん 2時間かかりました。	<i>Ni-jikan kakarimashita.</i>	It took two hours. (<i>-jikan</i> is a counting classifier)
----------------------	--------------------------------	--

c *ichi-nichi*: the use of *-nichi* to count one day. Compare *tsuitachi* for naming the first of the month. For all other dates, the naming classifier is the same as the counting classifier.

ついたち かけ 1日に帰りました。	<i>Tsuitachi ni kaerimashita.</i>	We went home on the first. (<i>tsuitachi</i> is a naming classifier)
----------------------	-----------------------------------	--

いちにち 1日いましたよ。	<i>Ichi-nichi imashita yo.</i>	We were there for a day, you know. (<i>-nichi</i> is a counting classifier)
------------------	--------------------------------	---

d *-shuukan*: a classifier for counting weeks

に しゅうかん 2週間ぐらいかかり ましたね。	<i>Ni-shuukan gurai kakarimashita ne.</i>	It took about two weeks, didn't it. (<i>-shuukan</i> is a counting classifier)
-------------------------------	---	--

e *-kagetsu*: a classifier for counting months

いっ げつ 一か月ぐらいかかりま したね。	<i>Ikkagetsu gurai kakarimashita ne.</i>	It took about one month, didn't it. (<i>-kagetsu</i> is a counting classifier)
-----------------------------	--	--

f *-nen*: a classifier for both naming and counting years.

さんねん 3年ぐらいいました。	<i>San-nen gurai imashita.</i>	I was there for about three years. (<i>-nen</i> is a counting classifier)
--------------------	--------------------------------	---

にせんじゅうねん い 2010年に行きました。	<i>Nisenjuu-nen ni ikimashita.</i>	We went in 2010. (<i>-nen</i> is a naming classifier)
----------------------------	------------------------------------	---

g *-gakki*: a classifier for both naming and counting academic terms (such as semesters or quarters).

に がっ き い 二学期に行きました。	<i>Ni-gakki ni ikimashita.</i>	I went in the second term. (<i>-gakki</i> is a naming classifier)
------------------------	--------------------------------	---

いち がっ き 一学期しました。	<i>Ichi-gakki shimashita.</i>	I did it for one semester. (<i>-gakki</i> is also a counting classifier)
---------------------	-------------------------------	--

Now go to the Activity Book for 練習 *Renshuu* Practice and 腕試し *Udedameshi* Tryout.

Then do 評価 *Hyooka* Assessment activities.

◆ よか 読み書き Yomi-kaki Reading and writing

Now you should be familiar with all the hiragana symbols. This act introduces additional conventions for hiragana, along with reading practice.

BTL 1 About the written language じゃ vs では

All languages, including English, distinguish between spoken and written style. But in Japanese the difference between spoken and written style is more pronounced than in English. This is a result of the history of the development of the written language in Japan. So far you have seen that:

けど is more common in spoken language. In the written language you are more likely to find が as well as けれど、けども、けれども.

The particle *wa* is written using は.

In the written language, ～ません forms are more common than ～ないです.



In what follows, you will also see that じゃ is a contraction of では, which is much more typical of written style. So although you may hear ^{だいがく}大学じゃないです. 'It's not a university,' you are likely to see in print ^{だいがく}大学ではないです. or ^{だいがく}大学ではありません. Similarly, you often hear じゃ 'well then' in spoken language, but in writing or on formal occasions you will see or hear では.

You should expect to see more differences as you progress in Japanese. These will be pointed out here as they come up.

Scene 4-7R どこがよろしいですか。Where would be good?

Sasha is reading an email she received from Yagi-san-bucho, using an app that provides furigana for kanji.



テキスト Text

From: Yagi Reiko <ryagi@ogaki.co.jp>

Date: Tuesday, June 27, 2019 at 10:32 AM

To: Sasha Morris <smorris@ogaki.co.jp >

Subject: RE: 303 on Wednesday?

モリスさん

いいですね。では、そこを使^{つか}いましょう。

あしたは^{かん}神田さんと^ご午後2:15分に^ご303番^{さんびやくさんばん}で^あ会いましょう。

^{やぎ}八木

On Monday, June 26 at 3:45 PM, Sasha Morris wrote:

^{やぎぶちよう}八木部長

あさ^{かいぎ}つての会議はどこがよろしいですか。

^{さんがい}3Fの^{さんまるさん}303はどうでしょうか。

モリス

From: Yagi Reiko <ryagi@ogaki.co.jp>

Date: Tuesday, June 27, 2019 at 10:32 AM

To: Sasha Morris <smorris@ogaki.co.jp >

Subject: RE: 303 on Wednesday?

Morris-san,

Sounds good. Let's use that (room), then.

Let's meet in #303 with Kanda-san at 2:15 p.m. tomorrow.

On Monday, June 26 at 3:45 PM, Sasha Morris wrote:

Division Chief Yagi,

Where would be good for the conference the day after tomorrow?

How about 303 on the third floor?

Morris



BTL 2 Particle を

#46. を o (particle) を

While お and を are pronounced the same, を is used only to represent the particle *o*. This is a remnant of historical changes in Japanese.

Examples

1. どれをしましたか。 Which one did you do?
2. どれを見ましたか。 Which did you watch/see/look at?
3. どの傘を買いましたか。 Which umbrella did you buy?
4. 白井先生の歴史を取ります。 I'm going to take Professor Shirai's history (class).

Recall from Act 3 that the particle *wa* is written with は not わ. This, too, is left over from a historical change in the pronunciation of this particle. For example,

1. 私は学生です。 I am a student.
2. 田中さんは? How about Tanaka-san?

Note that the greetings こんにちは and こんにちは also use は.

Examples

1. あちらは? What about that direction?
2. 八木さんは? What about Yagi-san?
3. 4時ごろは(どうですか)? How about around 4:00?
4. それは田中さんのです。 That is Tanaka-san's.
5. それは先生のと違います。 That is different from the teacher's.

Here is a summary of the phrase particles introduced so far:

は が を も と で から まで とか

Examples

1. 田中さんののは? What about Tanaka-san's?
2. 坂本さんがしました。 Sakamoto-san did it. It's Sakamoto-san who did it.

- | | |
|--------------------------------|---|
| 3. これをしました。 | I did this one. |
| 4. これとそれをしました。 | I did this and that. |
| 5. これもそれもしました。 | I did both this and that. |
| 6. これをしました。あ、あれもしました。 | I did this. Oh, I did that also. |
| 7. これはしましたが、あれはしませんでした。 | I did this one (at least) but didn't do that one. |
| 8. 会議は4時からです。 | The meeting starts at 4:00. |
| 9. 会議は4時から5時までです。 | The meeting is from 4:00 to 5:00. |
| 10. 歴史とか数学とかですね。 | History, mathematics, things like that. |
| 11. じゃ、またあとで。 | See you later. |
| 12. みんなで行きませんか。 | Why don't we all go together? |
| 13. ここからあそこまで、どのぐらいかかり
ますか。 | How much (time/money) does it take from here to
there? |

Go back to Scenes in the earlier lessons to see what is written in hiragana only, etc.

BTL 3 Keyboard Input

Now you are ready to begin Japanese input on your computer. If you have never done this before, do the following:

- 1 Make sure that your computer is Japanese enabled. There are videos online that can lead you through this.
- 2 Practice toggling back and forth on your operating system between Japanese and English input.

Ready to input Japanese? The romanization that you see in the table at the end of Act 3 will take care of most morae. Here are the exceptions:

- 1 For ん type /n/ twice.
- 2 For Particle を type /wo/.
- 3 Remember that Particle は is pronounced *wa* but written /ha/.
- 4 Remember that Particle へ is pronounced *e* but written /he/.
- 5 For small つ (as it まって *matte*) hit the consonant key twice then the vowel.
- 6 For small あ, い, う, え, お type /x/ followed by the vowel.

As you type, hiragana will appear lightly underlined. If you want just hiragana, hit the 'Return' key. When you begin to use kanji, you will choose among the options that appear as you input text, using either the arrow keys or the space bar. If you find that you have entered kanji, but wanted hiragana, the escape (esc) key will change what you've written back to hiragana.

There is also a Japanese keyboard available, but for word processing most Japanese people use the romanization input method described above. Japanese keyboard input is far more popular on smart phones. If you want to use this option, check online for instructions that match your smartphone.

Summary of hiragana

n	w	r	y	m	h	n	t	s	k	
ん <i>n</i>	わ <i>wa</i>	ら <i>ra</i>	や <i>ya</i>	ま <i>ma</i>	は <i>ha</i>	な <i>na</i>	た <i>ta</i>	さ <i>sa</i>	か <i>ka</i>	あ <i>a</i>
		り <i>ri</i>		み <i>mi</i>	ひ <i>hi</i>	に <i>ni</i>	ち <i>chi</i>	し <i>shi</i>	き <i>ki</i>	い <i>i</i>
		る <i>ru</i>	ゆ <i>yu</i>	む <i>mu</i>	ふ <i>fu</i>	ぬ <i>nu</i>	つ <i>tsu</i>	す <i>su</i>	く <i>ku</i>	う <i>u</i>
		れ <i>re</i>		め <i>me</i>	へ <i>he</i>	ね <i>ne</i>	て <i>te</i>	せ <i>se</i>	け <i>ke</i>	え <i>e</i>
	を <i>o</i>	ろ <i>ro</i>	よ <i>yo</i>	も <i>mo</i>	ほ <i>ho</i>	の <i>no</i>	と <i>to</i>	そ <i>so</i>	こ <i>ko</i>	お <i>o</i>

p	b	d	z	g
ぱ <i>pa</i>	ば <i>ba</i>	だ <i>da</i>	ざ <i>za</i>	が <i>ga</i>
ぴ <i>pi</i>	び <i>bi</i>	(ぢ) <i>ji</i>	じ <i>ji</i>	ぎ <i>gi</i>
ぷ <i>pu</i>	ぶ <i>bu</i>	(づ) <i>zu</i>	ず <i>zu</i>	ぐ <i>gu</i>
ぺ <i>pe</i>	べ <i>be</i>	で <i>de</i>	ぜ <i>ze</i>	げ <i>ge</i>
ぽ <i>po</i>	ぼ <i>bo</i>	ど <i>do</i>	ぞ <i>zo</i>	ご <i>go</i>

Now go to the Activity Book for ^{れんしゅう}練習 **Renshuu Practice.**

Then do ^{ひょうか}評価 **Hyooka Assessment** activities, including ^よ読んでみよう **Yonde miyoo** Contextualized reading, ^と書き取り **Kakitori** Dictation, and ^か書いてみよう **Kaite miyoo** Contextualized writing.

第 5 幕 Act 5

ねが
お願いしてもいいですか。

May I ask a favor of you?

き いっとき はじ き いっしょう はじ
聞くは一時の恥、聞かぬは一生の恥

To ask may lead to shame for a moment,
but not to ask leads to shame for a lifetime.





Taylor & Francis

Taylor & Francis Group

<http://taylorandfrancis.com>

◆ はな き 話す・聞く Speaking and listening

5-1

お願いしてもいいですか。

Scene 5-1 わたし き 私が決めていいですか？
Is it all right if I make the decision on this?

Sasha checks with Kanda-san to see if it's all right for her to proceed with the decisions (which room to reserve, who to invite) on an upcoming meeting at their company.



The script

さ あ し や サーシャ	かん だ 神田
これ、 ^{わたし き} 私が決めていいですか？	もちろん、そうしてください。なるべく早くお ^{ねが} ねが 願います。
わかりました。でも今すぐじゃなくてもいいで すか？	^{ぜんぜんへい き} 全然平気です。あすでもあさってでも構いま せんよ。
^{りようかい} 了解です！	よろしく。

Sasha	Kanda
Is it okay if I make the decision on this?	Of course, please do that. As soon as possible, please.
Understood. But is it okay if it's not right this minute?	No problem at all. Tomorrow or the next day will be no problem.
Got it!	Thanks for taking care of it.



単語と表現 Vocabulary and expressions

Nouns

すぐ	soon, immediately, right away
あす	tomorrow (slightly more formal than あした)
少し	a little, a few
了解(する)	understanding, consent, agreement

Verbs (including ～て form)

決めます(決めない; 決めて)	decide (something)
急ぎます(急がない; 急いで)	hurry
構います(構わない; 構って)	mind, care, be concerned about (most commonly occurs in the negative)

Special expressions

もちろん	of course
なるべく	As . . . as possible
でも	but, however, and yet
X でもY でも	whether it's X or Y
X でもX じゃなくても	whether it's X or not X

Behind the Scenes

BTS 1 ～て Forms

All three Core Sentences (Verb, Adjective, Noun です) have a ～て form. Multiple uses of the ～て form come up in this Act.

a. Verbs in the ～て form

The ～て form of an affirmative Verb depends on which of four classes it fits into. (The ～ない form of the Verb is actually an Adjective. See Adjectives in (b) below.)

-NAI Verbs: You have seen Verbs such as たべます, できます etc. that change to the negative by dropping *-masu* and adding *-nai desu*. In the ～て form these Verbs also drop *-masu* and add *-te*. These will be explained in more detail in Act 7.

食べます	eat	食べて
できます	can do	できて
見ます	see	見て
決めます	decide	決めて

-*ANAI* Verbs: The ～て form depends on the consonant that appears before *-imasu*. Below is an example of all possible combinations. These will be analyzed in more detail in Act 7.

わかります	understand	わかって
使います	use	使って
待ちます	wait	待って
飲みます	drink	飲んで
死にます	die	死んで
呼びます	call	呼んで
話します	talk	話して
書きます	write	書いて
急ぎます	hurry	急いで

The Verb 行きます is slightly different from other Verbs like 書きます since its ～て form is 行って.

Irregular Verbs: These Verbs are irregular for reasons that will be explained in Act 7. They are 来ます and します.

来ます	come	きて
します	do	して

A fourth group will be introduced in Act 7. In the meantime, get to know as many of these Verbs as possible in both their ～ます and their ～て forms.

b. Adjectives in the ～て form

The ～て form of the affirmative Adjective is formed by adding ～て to the ～く form, while the negative is formed by adding ～て to the ～なく form. Notice that the ～ない form of the Verb is, in this sense, an Adjective!

高い > 高く	expensive
新しい > 新しく	new
赤くない > 赤くなくて	isn't red
早くない > 早くなくて	isn't early

食べない > 食べなくて	doesn't eat
飲まない > 飲まなくて	doesn't drink
しない > しなくて	doesn't do

c. Noun です in the ~て form

The ~て form of the affirmative です is ~で. The ~て form of the negative じゃないです is じゃなくて, which you saw in Act 3 (スマフォじゃなくて、スマホ ‘not *sumafō*, (but) *sumaho*.’)

ここです > ここで	is here
だめです > だめで	is problematic
私じゃない > 私じゃなくて	isn't I/me
だめじゃない > だめじゃなくて	isn't problematic

BTS 2 Uses of the ~て form

a. Request patterns

The ~て form has quite a number of uses, one of which came up in “Instructional Expressions” where you saw it combined with ください to ask for things or encourage someone to do something.

PERSON に 言って ください。	Please say it to PERSON.
PERSON に 聞いて ください。	Please ask PERSON.
PERSON に もう一度 聞いて ください。	Please ask PERSON again.
PERSON に 答えて ください。	Please answer PERSON.
どうぞ 使って ください。	Please go ahead and use it.
急い で ください。	Please hurry.

b. Permission: ~て form + いいですか

Another use of the ~て form is for asking or giving permission or to find out whether something is acceptable. In this pattern, the ~て form is followed by a phrase such as

いいですか or 大丈夫ですか。

これ、私が 決めて いい ですか？	Is it okay if I make the decision on this?
早く 帰って 大丈夫 でしょうか？	Would it be all right if I go home early?

ひらがなで大丈夫ですか？
だいじょうぶ

Is (writing it in) hiragana acceptable?

来週でよろしいですか？
らいしゅう

Is next week all right?

部長じゃなくて結構です。
ぶ ちょう

It will do if it isn't the division chief.

漢字、使わなくていいですか。
かん じ

Is it all right if I don't use kanji?

ブライアンに言わなくて大丈夫
い でしょう。
だいじょうぶ

Do you suppose it's all right if we don't tell Brian?

使いやすくていいですか？
つか

Is it all right if it's not easy to use?

c. ～て Form + も

A ～て form in combination with Phrase Particle も means something like 'even if.' Thus Noun でも means 'even if it's Noun.' (literally, 'even being Noun')

千円でも買いません。
せん えん

Even if it's ¥1000 I won't buy it.

A question word (いつ、どこ、だれ、何) plus なん でも means 'no matter X.' Thus いつでも 'no matter when, any time,' どこでも 'no matter where,' だれでも 'no matter who,' 何でも 'no matter what.'

何でもいんですよ。
なん

Anything is fine. (No matter what it is, it's fine.)

Similarly, Adjectives in the ～くても form mean 'even if it's Adjective.'

新しくても買いません。
あたら

Even if it's fresh (i.e. fish), I won't buy it.

Verbs behave in the same way.

勉強してもわからないです。
べん ぎょう

Even if I study, I don't understand.

勉強しなくてもできました。
べん ぎょう

I was able to do it even without studying.

When either of two options is possible or acceptable, they are set up in parallel with each other using ～ても・でも. The second option may be the negative of the first, the opposite of the first, or some alternative to the first.

1000円でも9000円でも買いません。
えん

Whether it's ¥1000 or ¥9000, I won't buy it.

安くても安くなくても買わないです。
やす

Whether it's cheap or not, I won't buy it.

今日しても明日しても同じでしょう？
きょう

It's the same whether you do it today or tomorrow, right?

In this Scene you hear Kanda-san tell Sasha when an assignment is due:

あすでもあさっても。

Either tomorrow or the day after.

d. ～て Forms and “manner expressions”

Sometimes Verbs in the ～て form can be manner expressions—elements that qualify Sentences or tell how something occurs. This pattern is very important in expressing movement because the manner of motion (walking, running, swimming, in a hurry, etc.) is regularly used in the ～て form in combination with a directional verb like 行きます or 来ます. The most reasonable Japanese equivalents of “I walked here” would be 歩いて来ました not 歩きました.

がんばってやりました。
急いでできました。

I did my best.

They came in a hurry.

As you saw with 全部で and みんなで in Act 3, Noun plus で can also be a manner expression. Essentially, the combination of Noun + で (～て form of です) establishes the existence of something (‘being X’) that is relevant to what follows in the Sentence.

全部で7000円でした。
全部で8枚じゃないですか。
1時間でできます。
3枚で1500円
明日で一ヶ月です。

It was ¥7000 in total.

Isn’t it eight sheets all together?

I can do it in an hour.

¥1500 for three.

As of tomorrow it’s one month.

These join other manner expressions that have come up so far. In this Scene you find なるべく and 全然. なるべく combines with another expression to mean ‘as . . . as possible.’

なるべく早く帰りましょう。

Let’s go home as early as possible.

全然 combines with both affirmative and negative Sentences as an intensifier.

全然大丈夫です。

It’s absolutely fine.

部長の日本語って全然わかりません。

I don’t understand the division chief’s Japanese at all.

Other manner expressions that you have seen include:

すぐ すぐ分かりました。

They understood
right away.

すぐ tells how they
understood—right away.

あまり	あまりできないです。	I can't do it much.	あまり tells how much I can do—not much.
わりと	わりと ^{やす かん} 安く買いました。	They bought it pretty cheaply.	わりと tells how they bought it—cheaply.
いっしょ 一緒に	こ お ひ い いっしょ た コーヒーと一緒に食べます。	We'll eat it with coffee.	いっしょ 一緒に tells how we will eat something (such as cake)—with coffee.
すごく	すごくきれいでした。	It was amazingly clean.	すごく tells how clean it was—amazingly.
はや 早く	はや かえ 早く帰りました。	I went home early.	はや 早く qualifies my return home—early.

Remember that Adjectives in the ～く form (すごく and 早く^{はや} above) are common manner expressions. Note also that Noun+に is often a manner expression.

きれいに^か書いてください。 Please write neatly.

Now go to the Activity Book for 練習 Practice and 腕試し Tryout.

Scene 5-2 ^{しつもん}質問してもいいですか？ Is it all right if I ask a question?



Brian asks Professor Sakamoto when a homework assignment is due.



The script

^{さかもとせんせい} 坂本先生	^{ぶらいあん} ブライアン
はい、じゃあ47 ^{ぺえじ} ページを見てください。	すみません。 ^{しつもん} 質問してもいいですか？
はい、どうぞ。	^{しゅくだい} この宿題はあしたまでですね？
いや、 ^{きょう} 今日までだったでしょう？	あ、そうでしたか。すみません。
じゃあ、 ^{きょう} 今日やって、 ^だ あす出してください。	^わ 分かりました。どうもすみませんでした。

Prof. Sakamoto	Brian
All right then, please look at page forty-seven.	Excuse me. May I ask a question?
Yes, go ahead.	We have until tomorrow for this homework, right?
No, it was until today wasn't it?	Oh, was that it. Sorry.
So, do it today and turn it in tomorrow.	Understood. I'm really sorry.



単語と表現 Vocabulary and expressions

Nouns

しつもん
質問(します)

(ask a) question

Verbs

やります(やらない; やって)

do (less formal than する)

だ
出します(出さない; 出して)

submit (an assignment); take out (of a container);
send out (mail)

Classifiers

ぺえじ
ページ

pages

Special expressions

きょう
今日までだったでしょう?

It was until today, wasn't it?

Behind the Scenes

BTS 3 Sentence でしょう?

In Act 4 you saw でしょう with falling intonation meaning 'probably.' In this Scene, you see でしょう? with rising intonation meaning 'right? don't you think? wouldn't it be the case?'

かん だ せ たか
神田さん、背が高いでしょう?

Kanda-san is tall, don't you think?

きょう びょういん
今日は病院でしょう?

Today is (you're going to) the hospital, right?

やす
あとで休むでしょう?

We'll take a break later, won't we?

A special use of でしょう? alone with question intonation is a response to something that the speaker feels to be self-evident: 'Didn't I tell you?' 'Don't you think?'

A: ああ、おいしい!

Oh, it's delicious!

B: でしょう?

Don't you think?

BTS 4 More uses of the ～て form

e. Permission: Verb ～てもいいですか

In Scene 1 you saw Sasha ask permission using the ～ていいですか pattern: 私が決めていいですか? ‘Is it all right if I decide it?’

When other alternatives are clearly acceptable, the ～て form is followed by も. For example, when you find a small flower decorating the sushi on your plate, you might ask:

これ、食べてもいいですか?

Is it all right to eat this too?

When you know that a meeting starts at 10:00 but your bus will arrive at 9:00, you might ask to get into the conference room early by saying:

9時に来ても大丈夫ですか?

Is it also okay to come at 9:00?

In some situations, other alternatives may not be obvious from the context, but it sounds more polite to imply that they exist by using the ～てもいいです pattern.

見なくてもいいですよ。

It’s all right if you don’t look!

あした来なくてもよろしいですか?

Would it be all right if I don’t come tomorrow?

f. ～て forms for sequences

Another use of ～て forms is introduced here, and that is to link Sentences together to show a sequence of activities or states. Here are two Sentences:

今日やります。

I’ll do it today.

あした出します。

I’ll turn it in tomorrow.

These can be combined into a single Sentence by changing the first Sentence into its ～て form:

今日やって明日出します。

I’ll do it today and turn it in tomorrow.

Two or more Sentences can be combined:

ラーメンを食べて、すぐ帰って、勉強しました。I had ramen, went home right away, and studied.

Note that the ～て form gives no indication as to whether the Sentence will be past, non-past, a request, or something else. It is only the final Verb, Adjective, or Noun です (or context) that tells us how to interpret the ～て form.

きょう あした だ
今日やって明日出してください。

Do it today and turn it in tomorrow.

きょう あした だ
今日やって明日出しましょう。

Let's do it today and turn it in tomorrow.

きょう だ
きのうやって今日出しました。

I did it yesterday and turned it in today.

Similarly, the ～て form can be used for sequences that involve Noun です and Adjectives.

ま なか
真ん中でいいです

is nice and central

きれいでよかった

was nice and clean

むずか
難しくてわかりません

is difficult and I don't understand

さむ たいへん
寒くて大変

is cold and dreadful

Notice that there is very often a sense that there is a causal connection between the first and the second member of the combination. Something is nice because it is convenient, or dreadful because it is cold.

Now go to the Activity Book for 練習 Practice and 腕試し Tryout.

Scene 5-3 ^も 持ってきていただけますか？ Can I have you bring it?

Kanda-san is in charge of promotional materials for meetings with clients. Sasha wants him to bring what she needs for another meeting tomorrow.



The script

さあしや サーシャ	かんだ 神田
すみません。一つだけ ^{ひと} お願いしてもいいですか？	どうぞ。何 ^{なん} でしょう。
もう ^{もう} わけ ^{わけ} 申し訳ありませんが、これあしたも ^も 持ってきていただけますか？	いいですよ。全部 ^{ぜんぶ} ですか？
そうですねえ。すみませんが、一応 ^{いちおう} 全部 ^{ぜんぶ} お願いできますか？	わかりました。
すみません。	へい ^{へい} き ^き 、へい ^{へい} き ^き 。まか ^{まか} せてください。

Sasha	Kanda
I'm sorry. May I ask just one favor?	Go ahead. What could it be?
I'm really sorry, but can I have you bring these again tomorrow?	Of course, it's fine. Everything?
Let's see. Sorry, but tentatively everything please.	Understood.
Thank you.	Not a problem, not a problem. Leave it to me.



単語と表現 Vocabulary and expressions

Nouns

ぜんぶ 全部	all, everything
いちおう 一応	for the time being, tentatively, more or less

Verbs

もちます(持たない; 持って)	hold, have, carry
持ってきます(持ってこない; 持ってきて)	bring (a thing)
持っていきます(持っていかない; 持っていく)	take (a thing) along
借ります(借りない; 借りて)	borrow
お願いできます(お願いできない; お願いできて)	can request
いただけます(いただけない; いただけて)	can receive; can have
任せます(任せない; 任せて)	leave it to someone else; let someone else do it

Classifiers

〜つ			
ひと 一つ	one thing/item	むっ 六つ	six things/items
ふた 二つ	two things/items	なな 七つ	seven things/items
みつ 三つ	three things/items	やっ 八つ	eight things/items
よっ 四つ	four things/items	ここの 九つ	nine things/items
いつ 五つ	five things/items	とお 十	ten things/items
		いくつ・おいくつ	how many things/items

Special expressions

もう ^{わけ} 申し訳ありません・ないです。	I'm sorry. (polite)
もう ^{わけ} 申し訳ありませんでした・なかったです。	I'm sorry for what happened. (polite)
そうですねえ	(to express consideration) let's see
なん ^{なん} 何でしょう。	What? What could it be?
も ^も 持ってきていただけますか？	Can I have you bring it?
まか ^{まか} 任せてください。	Please leave it to me. Let someone do it.
ねが ^{ねが} お願いできますか？	Can I ask a favor of you?

Behind the Scenes

BTS 5 Polite requests

You have seen two options to make a request in past Acts:

Verb 〜て plus ください	ま ^ま 待ってください。	Please wait.
Noun (を) ^{ねが} お願いします	しょうかい ^{ねが} ご紹介をお願いします。	Please introduce us.

In situations where the request is more serious, a more polite way to make a request is to substitute いただけますか for ください. This form means something like ‘Can I have you do X?’ Note the difference between いただきます ‘I’ll have some’ from Act 1 and いただけますか ‘Can I have you . . .’ This is an example of how a single vowel can change meaning.

ま ^ま 待っていただけますか？	Can I have you wait?
いそ ^{いそ} 急いでいただけますか？	Can I have you hurry?

In this Scene you hear Sasha ask Kanda-san:

これあしたも ^も 持ってきていただけますか？ Can I have you bring these again tomorrow?

If you are asking someone to do something out of the ordinary, an even more polite way to ask is to use the negative:

ま ^ま 待っていただけませんか？	Can't we have you wait?
いそ ^{いそ} 急いでいただけませんか？	Can't I have you hurry?

BTS 6 へつ Japanese numeral series and multiple classifiers in a sentence

The classifier へつ is used when there is no special classifier for an object and for intangible things such as ideas, arguments, and the like.

When counting items

- (a) the Noun usually comes before the amount;
- (b) when you want to mention more than one item, the Nouns can be connected by と;
- (c) when Phrase Particles が and を occur, they usually follow the Noun, not the classifier.

めい し まい
名刺3枚

three business cards

きようしつ みつ
教室三つ

three classrooms

べん (を) 2本 と ほん か み まい わが
ペン(を)2本と紙(を)4枚お願いします。

Please give me two pens and four sheets of paper.

You may hear other combinations of [Noun (Phrase Particle) + Quantity (Phrase Particle)], depending largely on the speaker's focus and the surrounding discourse.

Now go to the Activity Book for 練習 Practice and 腕試し Tryout.

Scene 5-4 連れて行っていただけませんか？ Can I have you take me with you?

Kanda-san is going out on an errand and, since Sasha is still getting used to her new environment, she asks him to take her along.



The script

かん だ 神田	さ あ し や サーシャ
ちよっと ^{ぎんこう い} 銀行に行ってきますけど、何か ^{なに} ありますか？	あ、じゃあすみませんが、私も ^{わたし いっしょ} 一緒に連れて行っていただけませんか？
いいですよ。	たす ^{ぎんこう ある} 助かります。銀行まで歩いていきますか？
いや、車 ^{くるま} で行きましょう。	

Kanda	Sasha
I'm just going to the bank, but is there anything (you need)?	Oh, well, if it's all right, can I have you take me along?
Of course, it's fine.	That's a big help. Will we walk to the bank?
No, let's go by car.	



単語と表現 Vocabulary and expressions

Nouns

ぎんこう
銀行

bank

ほん や
本屋

book store

す う ば あ
スーパー

supermarket

ゆうびんきょく
郵便 局

post office

びょういん
病 院

hospital

こうじょう
工 場

factory, workshop

か 物の 買い物	shopping
くるま 車	car
ばす バス	bus
ち か てつ 地下鉄	subway
でんしゃ 電車	train

Verbs

つ 連れていきます	take (a person) along
つ 連れてきます	bring (a person) along
で 出ます(出ない; 出て)	go out, leave, attend (an event), appear
たす 助かります(助からない; 助かって)	be helped, be saved, be rescued
ある 歩きます(歩かない; 歩いて)	walk
の 乗ります(乗らない; 乗って)	ride

Phrase particles

Xに	to, towards X
Xへ	to, towards X
Xで	by means of X

Special expressions

ある 歩いて	on foot
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拡張 Expansion

What kinds of stores do you go to on a regular basis? If you don't know how to say the name of one of these kinds of stores in Japanese, find out how to say it in Japanese.

Behind the Scenes

BTS 7 Verb 〜ていきます・きます

A notable use of 〜て form plus a Sentence is in combination with the Verbs of coming and going such as きます and いきます. You first saw this in Scene 8 of the Act 1: 行^いってきます This is a ritual phrase that is translated as 'See you later,' but it literally means something

like ‘I’ll go and come back’ or ‘be right back.’ In English we might say, “I’ll go and have lunch now” or “I’ll just go and make coffee.” The going is mentioned and the coming back is assumed. In contrast, in Japanese the going is assumed, but the coming back is included:

た 食 ^た べてきます。	I’ll go and have lunch now. (I’ll have lunch and come back.)
こ お ひ い か ち ^こ っとコー ^こ ビー、買 ^か ってきます。	I’ll just go and buy coffee. (I’ll buy coffee and come back.)

A ～て form in combination with いきます, on the other hand, means that the ～て form will happen in combination with going somewhere.

ら あ め ん た ラー ^ら メン ^あ を食 ^め べてい ^ん きました。	I had ramen and then went.
こ お ひ い か コー ^こ ビー ^こ を買 ^か っていき ^ま しょう。	Let’s buy coffee and then go.

Compare the following.

か 買 ^か ってきます。	I’ll go and buy it. (I’ll buy it and come back.)
か 買 ^か っていきます。	I’ll buy it and then go.

Note that the combinations 持^もっていく・く^る and 連^つれていく・く^る are special. 持^もっていく・く^る means ‘take/bring a thing’ while 連^つれていく・く^る means ‘take/bring a person.’

の お と ぼ そ こ ん も ノ ^の ート ^お パ ^と ソ ^ぼ コン ^そ を持 ^も っていき ^ま す。	I’ll take my laptop.
の お と ぼ そ こ ん も ノ ^の ート ^お パ ^と ソ ^ぼ コン ^そ を持 ^も ってきます。	I’ll bring my laptop.
かん だ 神 ^{かん} 田 ^だ さん ^だ を連 ^つ れていき ^ま す。	I’ll take Kanda-san.
かん だ 神 ^{かん} 田 ^だ さん ^だ を連 ^つ れてき ^ま す。	I’ll bring Kanda-san.

Finally, note that in this pattern, these “helping” Verbs are more often than not written in hiragana, not kanji. There is a good deal of variation and no hard and fast rule for this, so be prepared to see both.

BTS 8 Place/goal に・へ

A place Noun followed by Phrase Particle に or へ indicates the goal of a motion Verb (such as 行^いく, 来^くる, 帰^{かえ}る, etc.). (Remember that まで can also indicate the final goal of a motion Verb.) Note that the Phrase Particle へ is pronounced *e*, not *he*.

おおさか 大 ^{おお} 阪 ^{さか} へ ^へ に行 ^い き ^ま す。	I’ll go to Osaka.
うちへ ^へ に帰 ^{かえ} りました。	I returned home.
ぎんこう 銀 ^{ぎん} 行 ^{こう} へ ^へ に行 ^い ってき ^ま すけ ^ど ……。	I’ll go to the bank and be right back, but . . .

The difference between へ and に is subtle. Most native speakers will say that へ indicates movement towards a place while に assumes arrival at the goal. But the two can be used interchangeably with Verbs of motion.

With other types of (non-motion) Verbs, only に is acceptable for marking the goal or end point of a process:

じてんしゃの
自転車に乗

って行きましょう。

Let's go by bicycle.

わたしまか
私に任せてください。

Please leave it to me.

かんだ
神田さんに言っていましたか？

Can (literally 'can't') I have you tell Kanda-san?

このしごと
仕事に時間がかかります。

It will take time for (to finish) this work.

Remember that は and も combine with these Phrase Particles in their usual sense.

おおさか
大阪に・へは行かないです。

I won't go to Osaka (though I may get as far as Kyoto).

かんだ
神田さんには言いませんでした。

I didn't tell Kanda-san (though I may have told others).

BTS 9 Means で

A Noun followed by Phrase Particle で tells the means by which something is done. Notice in the examples below that there are a number of ways in which this might be translated into English.

くるま
車で来ました。

I came by car.

かたかな
カタカナで書いてください。

Please write with/using katakana.

ドル
ドルで買いましょう。

Let's buy it with/using dollars.

Compare Phrase Particle で with the で form of です that is introduced above. They look alike but mean different things!

ここでよろしいですか？

Is this area all right? (で form of です)

くるま
車で来ました。

I came by car. ('by means of' Particle で)

Now go to the Activity Book for 練習 Practice and 腕試し Tryout.

Scene 5-5 呼んでくださってありがとうございます。 Thank you for inviting me.

Yamamoto-san of Aoi Publishing has invited people from Sasha's office. He mentions the invitation again at the end of a meeting a few days before the reception.



The script

Pay attention to how Sasha accepts the invitation from Yamamoto-san. Both speakers use strategies to be polite.

やまもと 山本	さ あ し や サーシャ
きんようび れ せ ぶ し ょ ん 金曜日のうちのレセプションには、いらっしゃ いますね？	はい。よ 呼んでくださってありがとうございます。
あ、れ せ ぶ し ょ ん ま え み じ か プ レ ゼ ン あ、レセプションの前に短いプレゼンがござ いますから、よろしければそちらへもいらして ください。	あ、そうですか。はい、よろこ うかが 喜んで伺います。
では、れ せ ぶ し ょ ん ぶ ん ま え では、レセプションの20分ぐらい前までに いらしていただけますか？	わかりました。では、6時過ぎまでにまい ありがとうございます。

Yamamoto	Sasha
Friday's company reception, you're coming, right?	Yes, I'll attend. Thank you for inviting me.
Oh, before the reception there's a short presentation, so if you'd like to, please come to that as well.	Oh, really. Yes, certainly.
Can we have you come about twenty minutes before the reception?	Understood. So then I'll show up by a little after 6:00. Thank you.



単語と表現 Vocabulary and expressions

Nouns

れ せ ぶ し ょ ん レセプション	reception
ぶ れ ぜ ん プレゼン	presentation
は っ ぴ ょ う 発 表	presentation, announcement, breaking news
う ち	our company

Verbs

よ っ び ま す (よ っ ば な い ; よ っ ん で) 呼びます(呼ばない;呼んで)	call, invite
う か が う か が う か が 伺 います ↓ (伺 わ な い ; 伺 っ て) 伺います↓(伺わない;伺って)	visit (humble)
よ ろ こ よ ろ こ よ ろ こ 喜 び ま す (喜 ば な い ; 喜 ん で) 喜びます(喜ばない;喜んで)	be delighted, be pleased
ご ざ い ま す +	have, exist (polite)
お し お し お し 教 え ま す (教 え な い ; 教 え て) 教えます(教えない;教えて)	tell, teach
み み み 見 せ ま す (見 せ な い ; 見 せ て) 見せます(見せない;見せて)	show
ま い ま い ま い 参 り ま す ↓ (参 ら な い • 参 っ て) 参ります↓(参らない・参って)	go, come (humble)
い ら っ し ゃ い ま す ↑ (い ら っ し ゃ ら な い ; い ら っ し ゃ っ て ↑ or い ら し て ↑)	go, come (honorific)

Adjectives

み じ か 短 い	short
な が 長 い	long

Phrase particles

TIME までに	by TIME X
----------	-----------

Sentence particles

REASON から	because of REASON X
-----------	---------------------

Special expressions

うちのX	our company's X
よろこ 喜んで	delighted
よろしければ	if you would like, if it pleases you
ぜ ひ 是非	certainly, without fail
X くださって↑ありがとう(ございます)。	Thank you for doing X.

Behind the Scenes

BTS 10 敬語 Politeness

You will often hear “TPO” when Japanese people talk about appropriate language and behavior. TPO stands for ‘time, place, and occasion,’ and is a reminder that language changes depending on who is talking to whom, who or what speakers are talking about, who is listening, as well as where and when speakers are talking. Japanese people calibrate their language very carefully to reflect their attitudes and feelings about TPO. This system of language as a whole in Japanese is called 敬語。

a. 丁寧語 Formality

You have already learned about ~ます and です as markers of formality (Act 2) (called 丁寧語 in Japanese). The expression さよなら ‘goodbye’ is also formal, compared to バイバイ ‘bye bye.’ Formal forms put distance between the speaker and the listener. This could be because they don’t know each other well, the relationship is formal by convention (doctor-patient), or the context feels formal (friends might speak formally to one another in front of outsiders). In some cases, only one side of the equation uses formality—for example, the lower-ranking 後輩 uses formal forms while the higher-ranking 先輩 does not.

b. 尊敬語 and 謙譲語 Honorific and humble forms

In addition to formality, Japanese has an elaborate system of Verbs and Verb endings that convey politeness. Unlike formality (which depends on the relationship between speaker and listener), politeness is a matter of the relationship between the speaker and those who s/he is talking about, which could include the listener. Thus いらっしゃいますか is polite to the subject of the sentence, whether it means ‘Is he going?’ or ‘Are you going?’ Politeness is also more typical of the language of working adults, as opposed to students who tend not to stand on ceremony.

Politeness can be communicated in two different ways. One way of being polite is to raise the status of the other person, in which case the speaker uses an honorific Verb (尊敬語 そんけいご) (marked here by an upward arrow ↑). Notice that by using an honorific form, you are identifying the other person as そと—you would never use an honorific in talking about うち.

いらっしゃいます↑ (honorific form of 行きます and 来ます)	なんじ 何時にいらっしゃいま す↑か?	When will you go/come↑?
---	---------------------------	-------------------------

Another way to indicate politeness is to lower your own status or that of someone in your うち, in which case the speaker uses a humble Verb (謙譲語 けんじょうご) (marked here by a downward arrow ↓).

参ります↓ (humble form of 行き ます and 来ます)	あしたはや 早く参りましょう↓か?	Shall I go/come↓ early tomorrow?
うかが 伺います↓ (another humble form of 行きます and 来ます)	7時に うかが 伺います↓。	I'll go/come/visit↓ at 7:00.

Plain 来ます	Polite-honorific↑ いらっしゃいます↑	Polite-humble↓ 参ります↓ うかが 伺います↓
--------------	--------------------------------	---

Note that humble forms are used only when the speaker's behavior impinges somehow on the other person, not simply to diminish their own behavior.

c. Other politeness markers

You have seen polite Verbs: honorifics such as いらっしゃいます ↑ and humble forms such as 参ります ↓. In this Scene, Yamamoto-san wishes to be very polite to a representative of his client company. He therefore uses the Verb ございます rather than あります in telling Sasha that there will be a presentation. ございます is neither honorific nor humble. Rather, it is simply more polite than あります. Such polite forms are typical of the speech of service personnel (salespeople, waiters, etc.) and very formal occasions.

Customer: すみません。これ、 あか 赤いのあ りますか?	Excuse me. Do you have any red ones of these?
---	---

Salesperson: あ、赤いのはございませ
んねえ。 Ah, red ones, we don't have.

Hotel Receptionist: お忘れ物、ござい
ませんか。 You didn't forget anything?

Customer: はい、どうも。 No, thanks.

You have also seen the prefixes お~ and ご~ attached to Nouns to indicate politeness (お願い 'request,' お疲れ様 'good work,' お先に 'excuse me for going ahead of you,' お茶 'tea,' お好き 'like,' 'love,' ごちそうさま 'thanks for the meal,' ご専攻 'university major,' ご主人 'husband').

Formality and politeness are not simply a matter of 'on' or 'off.' You have seen Sentence fragments in conversations that are otherwise formal. In Scene 3, Kanda-san says 平気、平気 (without です) in an otherwise formal exchange to reassure Sasha that he will bring what she needs the next day. Thus formality and politeness can increase and recede depending on what is at stake.

Finally, be assured that 敬語 as a whole is not just about rank. Not all users of 敬語 are showing respect to the people they are talking to or about, and not all 敬語 expressions are designed to show formality and politeness in the way you might understand these in your own culture. 敬語 is used as an agent to build harmony, gauge distance, and assert or refute membership (who is うち and who is そと) in various social groups. 敬語 is one important way in which you will find your way in the Japanese cultural landscape.

BTS 11 Thanking

a. Noun ありがとうございます

When you want to express your gratitude for what someone has given you, a straightforward pattern is Noun + ありがとう(ございます). Note there is no Phrase Particle in this construction:

お茶、ありがとうございます。 Thank you for the tea.
プレゼント、ありがとう。 Thanks for the present.

Some action-like Nouns, such as 連絡, 発表, and 買い物 also can occur in this pattern:

ご連絡、ありがとうございました。 Thank you for contacting me.
ご質問、ありがとうございます。 Thank you for inviting me.

b. Verb 〜てくださってありがとうございます Thank you for X

You have seen a number of ways to ask others to do things, including 〜てください:

お名前^{なまえ おし}を教えてください。

Please tell me her name.

本^{ほん も}を持ってきてください。

Please bring the books.

バス^{ばす}まで連れていってください。

Please take me as far as the bus.

ください is a command form of an honorific Verb くださいます ↑ meaning ‘give (from そと to うち).’ When you want to thank someone for doing X for you, it is common to use the Verb X in its 〜て form plus くださって (the 〜て form of くださいます ↑) plus ありがとうございます:

お名前^{なまえ おし}を教えてくださいましてありがとうございます。

Thank you for telling me her name.

本^{ほん も}を持ってきてくださってありがとうございます。

Thank you for bringing the books.

バス^{ばす}まで連れていってくださいましてありがとうございます。

Thank you for taking me as far as the bus.

BTS 12 Sentence + から : reasons

A Sentence plus から indicates the reason for something. The Sentence before から may be past or non-past, affirmative or negative, formal or informal. (It is usually informal, but in extremely serious settings such as public speaking or a job interview it may also be formal.) If the Sentence before から is formal, the final Sentence will also be formal. If the Sentence before から is informal, the final Sentence may be formal or informal. This is another example of the potential for making your communication more or less formal. The final form determines formality, but formality can be “turned up” in other parts of the Sentence.

鞆^{かばん も}を持って行きませんでしたから、ノートもありませんでした。

I didn’t take my bag so I didn’t even have a notebook.

あたら^{あたら}新しいから、おいしいでしょう。

It’s fresh (i.e. fish), so it’s probably delicious.

試験^{しけん}、あしただから、頑張^{がんば}って勉強^{べんきょう}しましょう。

Our test is tomorrow, so let’s do our best and study.

In this Scene you hear Yamamoto-san say:

レセプション^{れせぷしょん}の前に^{まえ}短い^{みじか}プレゼン^{ぷれぜん}がありますから、よろしければそちらへもいらしてください。

There’s a presentation before the reception, so if you’d like to, please go to that as well.

When the result is already mentioned or known, the Sentence may simply end in から.

A: 行きませんか?

You are not going?

B: ええ、ぜんぜんわからないですから……。 Yes, I won't understand anything so . . .

A: 買いませんか?

You won't buy it, right?

B: ええ、使わないですから。

Yes, because we won't use it.

BTS 13 Time までに

A time expression plus までに means 'by' a given time:

あした
明日までにできます。

I can do it by tomorrow.

じ ぶん まい
6時10分ごろまでに参ります。

I'll come by about 6:10.

Now go to the Activity Book for 練習 Practice and 腕試し Tryout.

Scene 5-6 お時間いただけませんか？ Can I have some of your time?

Brian approaches Professor Sakamoto to request an appointment.



The script

ぶらいあん ブライアン	さかもとせんせい 坂本先生
せんせい きょう 先生、今日ちょっと お時間、いただけませ んか？	はい、なん でしょう。
ぼく よ か 僕、読み書きが弱くて……。	そうか……。むずか しくなりましたか。
はい。	じゃあ、3 時間目の授業のあとで練習しまし ようか。
ねが お願いできますか？	いいですよ。じゃあ、けんきゅうしつ き 研究室へ来てください。
すみません。よろしくお願いします。	

Brian	Professor Sakamoto
Professor, can I have some of your time today?	Yes, what would it be?
My reading and writing are weak . . .	I see . . . Has it gotten harder?
Yes.	Well, shall we practice after the third hour's class.
Can I ask you do that?	Of course, it's fine. So then, come to my office.
Thank you for helping me.	



単語と表現 Vocabulary and expressions

Nouns

お時間 じ かん	your time
アドバイス あ ど ば い す	advice
読み書き よ み か	reading and writing
読み よ	reading
書き か	writing
会話 かい わ	conversation
文法 ぶんぽう	grammar
語彙 ご い	vocabulary
聞き取り き と	listening
書き取り か と	dictation
あと・後 あと	time after, later
練習(します) れんしゅう	practice, rehearse
予習(します) よ しゅう	prepare for a lesson
復習(します) ふくしゅう	review

Verbs

なります(ならない; なって)	become
-----------------	--------

Adjectives

弱い よわ	weak
強い つよ	strong

Classifiers

～目 め	classifier for naming numbers in a series
------------------------	---

Special expressions

難しくなりました。 むずか	It became difficult.
あとで	later, X のあとで = ‘after X’
そうしていただけますか?	Can I have you do that?

Behind the Scenes

BTS 14 Change of state: Adjective ～くなります・なりました

You have already seen Adjectives in their く form in a number of places: to form the negative (新しくないです), in combination with Sentences (Act 4, Scene 1 新しく買いました。), and in this lesson in their ～て form (新しくて). Here you see the く form in combination with the verb なります ‘become, get.’

ここからは少し難しくなりますよ。
遅くなってすみません。
会議の時間が早くなりましたよ。

From here it gets a little difficult.
Sorry to be late. (I’m sorry I became late.)
The time for the meeting changed to (became) earlier.

Note that ～ない forms have a ～く form, and therefore pattern like Adjectives.

食べない 食べなくなりました。
きのうの会議で、神田さんの話がわからなくなりました。
授業に出なくなりました。

I stopped eating. (lit. ‘I became not eating.’)
At yesterday’s conference, I stopped understanding what Kanda-san said.
I stopped going to class.

BTS 15 甘え Dependence

Many visitors to Japan are surprised at how much underlings rely on their superiors (teachers, supervisors, *senpai*) for help and support. This reliance is called *amae*, often translated as ‘dependence.’ Much has been written about 甘え^{あま} but you see an example of it in this Scene when Brian asks his teacher for help. Subordinates ask supervisors for all kinds of help—personal as well as professional—in Japanese organizations. It is, of course, the higher-up’s responsibility to take these requests seriously and try to solve the problem.

BTS 16 Classifier ～目

Adding the classifier 目 to a number changes it to an ordinal (a form that describes the numerical position of an object in a series, e.g., first, second, third, etc.). Thus 3時間 means ‘three hours,’ while 3時間目 means ‘the third hour.’

す べ い ん ご く ら す じ か ん め
スペイン語のクラスは3時間目です。
し け ん し ゅ う か ん め
試験って5 週 間目じゃないですか？

Spanish class is the third hour.

Isn't the test in the fifth week?

Now go to the Activity Book for 練習 Practice and 腕試し Tryout.

Then do 評価 Assessment activities.

Note

- 1 If you want to know more about ^{あま}甘え try these sources:

Doi, T. (1978). *The Anatomy of Dependence*. (J. Bester, Trans.) (1st edition). Tokyo, New York: Kodansha America, Inc.

Johnson, F. (1995). *Dependency and Japanese Socialization: Psychoanalytic and Anthropological Investigations into Amae*. NYU Press.

Smith, H., and Nomi, T. (2000). Is Amae the Key to Understanding Japanese Culture? Retrieved February 20, 2017, from <http://www.sociology.org/content/vol005.001/smith-nomi.html>

The Anatomy of Dependence. (2016, March 19). In *Wikipedia*. Retrieved from https://en.wikipedia.org/w/index.php?title=The_Anatomy_of_Dependence&oldid=710815020

◆ よ か 読み書き Reading and writing

BTL 1 Katakana

The next three lessons introduce katakana. This is the kana system that is used for writing loanwords from foreign languages (such as ビール ‘beer’), onomatopoeic expressions (such as those you see in *manga*), as well as words that the writer wants to emphasize (ダメです。‘It’s no good.’). Katakana was developed in the 9th century by taking parts of kanji as a form of shorthand. Below is a chart that illustrates where each character came from. The left character in each block is the katakana symbol, while the right is the kanji source of the character.

ア	阿	イ	伊	ウ	宇	エ	江	オ	於
カ	加	キ	機	ク	久	ケ	介	コ	己
サ	散	シ	之	ス	須	セ	世	ソ	曾
タ	多	チ	千	ツ	川	テ	天	ト	止
ナ	奈	ニ	仁	ヌ	奴	ネ	祢	ノ	乃
ハ	八	ヒ	比	フ	不	ヘ	部	ホ	保
マ	末	ミ	三	ム	牟	メ	女	モ	毛
ヤ	也			ユ	由			ヨ	與
ラ	良	リ	利	ル	流	レ	礼	ロ	呂
ワ	和	ヰ	井			エ	恵	ヲ	乎
ン	尔								

Figure 5.2.1 Origin of *katakana* characters

Source: https://en.wikipedia.org/wiki/Katakana#/media/File:Katakana_origine.svg

As with hiragana, there are 46 katakana symbols. Katakana in this and subsequent lessons are introduced in the order of ^{ごじゅうおん}五十音, along with conventions and tips for reading.¹

Note

1 The symbols 𐰚 (*wi*) and 𐰛 (*we*) in the w-row are no longer used in modern Japanese.

**Scene 5-7R タクシーでいらしてください。
Please come by taxi.**

Sasha is helping Oscar-san, her coworker at Ogaki Trading, who is reading an email he received from Yamamoto-san of Aoi Publishing.



テキスト Text

From: M. Yamamoto <myamamoto@ogaki.co.jp>
Date: Tuesday, May 15, 2020 at 13:32
To: John Oscar <joscar@ogaki.co.jp >
Subject: RE: Reception

オスカーさん

メールしてくださってありがとうございます。
わたしは 16:00 になりますからウッドさんとタクシーでいらしてください。
17:00 にはケーシーさんのプレゼン*もございますから、よろしければそちらにもどうぞ。

ガイドもあります。よろしくおねがいいたします。

山本

* *purezen*, a common abberiviation for *purezenteeshon*. You will learn these symbols soon.

From: M. Yamamoto <myamamoto@ogaki.co.jp>
Date: Tuesday, May 15, 2020 at 13:32
To: John Oscar <joscar@ogaki.co.jp >
Subject: RE: Reception

Oscar-san,

Thank you for emailing me

I will be (there) around 16:00, so please come by taxi with Wood-san. There will be a presentation by Casey-san at 17:00, so please (come to that) as well if time permits.

We will have a guide, so please (make use of that).

Yamamoto



文字と例 Symbols with examples

	Common Font	Reading in <i>hiragana</i>	Handwritten version
#1.	ア	あ	ア
#2.	イ	い	イ
#3.	ウ	う	ウ
#4.	エ	え	エ
#5.	オ	お	オ
#6.	カ	か	カ
#7.	キ	き	キ
#8.	ク	く	ク
#9.	ケ	け	ケ
#10.	コ	こ	コ
#11.	サ	さ	サ
#12.	シ	し	シ

- #13. ス す
#14. セ せ
#15. ソ そ

ス
セ
ソ

Examples

Names

- | | |
|---------|---------|
| 1. キアさん | Kia-san |
| 2. ケイさん | Kay-san |
| 3. カイさん | Kai-san |

Others

- | | |
|--------------------|-----------------------|
| 4. エコでしょうか。 | Is it eco(-friendly)? |
| 5. タイでしょうか。 | Is it Thailand? |
| 6. ココアでしょうか。 | Is it cocoa? |
| 7. カカオ 70 % でしょうか。 | Is it 70% cacao? |

Between the lines



BTL 2 Long vowels (長音)

Katakana indicates long vowels with this symbol:—(called ちょうおん 棒線 in Japanese). On your computer, this should appear when you hit the dash or hyphen key within Japanese input.¹ Study the difference between hiragana and katakana below.

hiragana	katakana
ああ	アー
いい	イー
うう	ウー
えい	エー
おう	オー

Examples

- | | |
|-----------------|------------------------------------|
| 1. スーってだれですか。 | Who is Sue? |
| 2. カーキーって? | What is “Car Key”? |
| 3. アーサーってだれですか。 | Who is Arthur? |
| 4. エコカーっていいですか。 | Is an eco(-friendly) car any good? |

BTL 3 Borrowed words

It is not always easy to predict what will happen when a word is borrowed into Japanese. There are likely to be changes in pronunciation (more on this in the following BTLs) as well as meaning. The English word *smart* (borrowed as スマート^{すまあと}), for example, does not mean ‘intelligent’; rather it means ‘slim.’ ジンクス^{じんくす} comes from English *jinx*, but it is not necessarily bad; it may mean something lucky. Words are also often shortened beyond recognition to an English speaker: アメフト^{あめふと} ‘American football,’ アマ^{あま} ‘amateur,’ エコ^{えこ} ‘ecology, ecological,’ and リモコン^{りもこん} ‘remote control’ are some examples.

Remember, too, that katakana is used not only for borrowed words but in any context where the writer wants the language to stand out: animal sounds, brand names, mistakes in learners’ pronunciation, and even the Japanese names of people who are of Japanese descent but are not citizens.



BTL 4 Morae ending in consonants

Because Japanese morae (with the exception of the mora /n/) are always [consonant + vowel], borrowed words with morae that end in consonants acquire a vowel in Japanese. If the mora ends in /p/, /b/, /s/, /z/, /k/, or /g/ the added sound will be usually /u/.

Examples (people’s names)

- | | |
|----------------|--------------------------|
| 1. セスでもいいですか? | Is it okay if it’s Seth |
| 2. カークでもいい? | Is it okay if it’s Kirk? |
| 3. アイクでもいいですか? | Is it okay if it’s Ike? |

Other examples

- | | |
|--------------------|-------------------------------|
| 1. アイスってこれぐらいですか。 | Is the ice (cream) this much? |
| 2. スキーのコースはどちらですか。 | Where is the ski course? |
| 3. わりとおいしいソースですよ。 | The sauce is quite good. |

- | | |
|---------------------|-------------------------------|
| 4. B A R オークにございます。 | It is (available) in Bar Oak. |
| 5. エースはだれですか？ | Who is the ace? |



BTL 5 /ar/, /er/, /ir/ and /ur/

The morae /ar/, /er/, /ir/ and /ur/ (as in *car*, *learn*, *sir*, *fur*) are likely to become long /a/ morae (アー, カー, サー, etc.). The mora /or/ (as in *normal*, *ford*, *corn*) is likely to become a long /o/ mora (オー, コー, ソー, etc.) in the middle of a word and /oa/ at the end of words such as *score*, *more*.

Examples

- | | |
|----------------------|----------------------------|
| 1. 「アーク」って？ | What is Arc? |
| 2. だれのスコアですか？ | Whose score is it? |
| 3. 2 0 0 3 のオスカーはだれ？ | Who won the Oscar in 2003? |



BTL 6 /th/

The /th/ of *thin* becomes /s/ in Japanese.

Examples (names)

- | | |
|---------------------|------------------------------|
| 1. セオです。はじめまして。 | I'm Theo. Nice to meet you. |
| 2. キースさん、はじめまして。 | Nice to meet you, Keith-san. |
| 3. アーサーさんがいらっしゃいます。 | Arthur-san is coming. |

- | | | |
|------|---|---|
| #16. | タ | た |
| #17. | チ | ち |
| #18. | ツ | つ |
| #19. | テ | て |

タ
チ
ツ
テ

- #20. ト と
 #21. ナ な
 #22. ニ に
 #23. ヌ ぬ
 #24. ネ ね
 #25. ノ の

ト
ナ
ニ
ヌ
ネ
ノ

Examples

People's names

- | | |
|--------------------------|-------------------------------|
| 1. アナです。 | I'm Anna. |
| 2. ノアです。よろしく。 | I'm Noah. Nice to meet you. |
| 3. アニタです。どうぞよろしく。 | I'm Anita. Nice to meet you. |
| 4. カーターです。どうも。 | I'm Carter. Nice to meet you. |
| 5. サニーさん、よろしく。 | Nice to meet you, Sunny-san. |
| 6. ケニーさん、どうも。 | Nice to meet you, Kenny-san. |
| 7. トニーさん、どうぞよろしく。 | Nice to meet you, Tony-san. |
| 8. コニーさん、どうぞよろしくおねがいします。 | Nice to meet you, Connie-san. |

Places

- | | |
|--------------------|---------------------|
| 9. カナダにおります。 | I'm in Canada. |
| 10. ケニアにいます。 | I'm in Kenya. |
| 11. テネシーにいらっしゃいます。 | He is in Tennessee. |
| 12. テキサスにいてください。 | Please be in Texas. |

Others

- | | |
|----------------|---------------------|
| 13. テニスしてください。 | Please play tennis. |
| 14. カヌーはできますか。 | Can you canoe? |

- | | |
|----------------------------|----------------------------|
| 15. このスーツっていくらですか。 | How much is this suit? |
| 16. このツアーはいくらですか。 | How much is this tour? |
| 17. コーチをしてくださってありがとうございます。 | Thank you for coaching me. |
| 18. タクシーでいらしてください。 | Please come by taxi. |



BTL 7 More on morae ending in consonants

Recall that borrowed words with morae that end in consonants acquire a vowel in Japanese. If the mora ends in /p/, /b/, /s/, /z/, /k/, or /g/ the added sound will be /u/. If the mora ends in /t/ or /d/, the added sound will be /o/.

Examples

Names

- | | |
|---------------------|---|
| 1. コートニーはないです。 | Courtney doesn't have any. |
| 2. ネットでもネイトでもいいですよ。 | Either <i>Neeto</i> or <i>Neito</i> (Nate) is fine. |
| 3. ケートもケイトもいいですよ。 | <i>Keeto</i> and <i>Keito</i> (Kate) are both good. |

Others

- | | |
|---------------------|------------------------------------|
| 4. いいアートですね。 | It's good art. |
| 5. オートですか。 | Is it auto(matic)? |
| 6. カートがございますから……。 | I have a cart, so . . . |
| 7. このコースがしやすいですね。 | This course is easy to do. |
| 8. このシートですね。 | This sheet, right? |
| 9. あのう、ソートって……。 | Um, (what do you mean by) "sort"? |
| 10. あのノートはいくらですか。 | How much is that note(book)? |
| 11. テストしていただけますか。 | Could I have you conduct the test? |
| 12. そのトースト、おいしいですか。 | Is that toast good? |
| 13. スカートはないです。 | They don't have skirts. |
| 14. スタートしてください。 | Please start. |
| 15. アシストしますよ。 | I will assist. |



BTL 8 /w/

Since there is no /wi/, /wu/, /we/, or /wo/ in contemporary Japanese, borrowed words that contain these morae are represented by ウ plus a vowel.

Examples

- | | |
|---------------------|-------------------------------|
| 1. キウイをおいしくいただきました。 | I enjoyed eating kiwis. |
| 2. ウエストは 86 cm です。 | (My) waist is 86 cm. |
| 3. ウイスキーはあまり……。 | (I don't drink) much whiskey. |



BTL 9 Voiced consonants (濁音^{だくおん} or 点々^{てん てん})

As with hiragana, two small slashes indicate voiced consonants.

/k/	カ	キ	ク	ケ	コ	/g/	ガ	ギ	グ	ゲ	ゴ
/s/	サ	シ	ス	セ	ソ	/z/	ザ	ジ	ズ	ゼ	ゾ
/t/	タ	チ	ツ	テ	ト	/d/	ダ	ヂ	ヅ	デ	ド

ヂ and ヅ, pronounced /ji/ and /zu/, are rarely used in Modern Japanese. Instead you will see ジ and ズ.

Compare:	カート	cart	カード	card	ガード	guard
	シート	seat, sheet	シード	seed		
	ケート	Kate	ゲート	gate		
	テニス	tennis	デニス	Dennis		

Examples

Names

- | | |
|----------------------------|---|
| 1. ガイさんといいます。 | I'll be with Guy-san. |
| 2. どこですか?ダグさんは? | Where is he—Doug-san? |
| 3. エドさんもいてくださってありがとうございます。 | Thank you, Ed-san, for also being here. |
| 4. ジニーさんもいらっしゃいますか。 | Is Ginny-san also coming? |
| 5. ダニーでもいいですよ。 | Even Danny is okay. |
| 6. やっぱアガサでしょう? | It's Agatha after all? |

7. やっぱりゲイツですね。
8. もちろんデニスです。
9. ジーナはこっちです。
10. ゾーイはあっちです。
11. シーザーさんはそっちです。
12. エドガーでもだめですか。
13. ゲイリーさんでもだめでしょう。
14. デイジーはだめです。

It's Gates after all, right?
 Of course, it's Dennis.
 Gina's here.
 Zoe is over there.
 Caesar-san is near you.
 Even Edgar is no good?
 Even Gary-san is likely no good.
 Daisy is no good.

Places

15. シカゴだったでしょう?
16. ドイツがいいです。
17. カナダにはありませんよ。
18. ギニアには9つあります。
19. ガーナだけです。
20. ノースダコタにありますよ。
21. サウスダコタにもありますよ。

It was Chicago, right?
 Germany is good.
 It isn't in Canada.
 Guinea has nine.
 It's only Ghana.
 North Dakota has one.
 South Dakota has one, too.

Others

22. ドアが3つあります。
23. チーズを3つおねがいします。
24. ガイドがいりますか。
25. タイガーじゃなくて「tiger」ですよ。
26. デザートがなくてもいいですか。

There are three doors.
 Please give me three blocks of cheese.
 Do you need a guide?
 It's not *taigaa*, it's "tiger." (correcting the English pronunciation)
 Is not having dessert okay?



そくおん BTL 10 促音 (small ツ)

As with hiragana, the small ツ represents double consonants.

Compare:	カート	cart	カット	cut
	カーター	Carter	カッター	cutter
	セーター	sweater	セッター	setter (volleyball)

Examples

Names

- | | |
|--------------------|-----------------------------------|
| 1. ザックがしました。 | Zack did it. |
| 2. ウッドさんがしました。 | Wood-san did it. |
| 3. クックさんはしました。 | Cook-san (at least) did it. |
| 4. キットはしませんでした。 | Kitt (at least) didn't do it. |
| 5. テッドもしました。 | Ted also did it. |
| 6. ニックさんもしましたよ。 | Nick-san also did it. |
| 7. ニッキーさんはしませんでした。 | Nickie-san didn't do it at least. |
| 8. オットーさんまでしました。 | As far as Otto-san did it. |
| 9. サックスをしました。 | I played sax(ophone). |
| 10. アイザックからしました。 | We started from Isaac. |

Others

- | | |
|----------------------|--|
| 11. ネットでしました。 | I did it on the internet. |
| 12. すごいキック!! | A powerful kick! |
| 13. このデッキにはない。 | This deck doesn't have one. |
| 14. あのデスクにもない。 | The desk over there doesn't have one either. |
| 15. いつものセット | The usual set |
| 16. オッケーだよ。 | It's okay. |
| 17. サッカーをしましょう。 | Let's play soccer. |
| 18. かわいいソックス | cute socks |
| 19. おいしいクッキー | delicious cookies |
| 20. いくらの子チケット? | A ticket (that is worth) how much? |
| 21. つまらないカセット | boring cassette |
| 22. ツイッターにありました。 | It was on Twitter. |
| 23. ダイエットしてください。 | Please go on a diet. |
| 24. コネチカットのどちらからですか。 | Where in Connecticut are you from? |

Summary of Symbols in ACT 5

n	w	r	y	m	h	n	t	s	k	
						な ナ <i>na</i>	た タ <i>ta</i>	さ サ <i>sa</i>	か カ <i>ka</i>	あ ア <i>a</i>
						に ニ <i>ni</i>	ち チ <i>chi</i>	し シ <i>shi</i>	き キ <i>ki</i>	い イ <i>i</i>
						ぬ ヌ <i>nu</i>	つ ツ <i>tsu</i>	す ス <i>su</i>	く ク <i>ku</i>	う ウ <i>u</i>
						ね ネ <i>ne</i>	て テ <i>te</i>	せ セ <i>se</i>	け ケ <i>ke</i>	え エ <i>e</i>
						の ノ <i>no</i>	と ト <i>to</i>	そ ソ <i>so</i>	こ コ <i>ko</i>	お オ <i>o</i>

Now go to the Activity Book for 練習 Practice.

Then do 評価 Assessment activities, including 読んでみよう Contextualized reading, 書き取り Dictation, and 書いてみよう Contextualized writing.

Note

- 1 Depending on your operating system and whether you are using a computer or a smart phone, conversion to katakana may vary. Input follows the same process as hiragana. You may have the option of choosing katakana input; you may have to hold the shift key for katakana, or you may see both hiragana and katakana options as you input.



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第 6 幕 Act 6

いつもお世話になっております。

**We always appreciate your
helpfulness.**

あす ひやく きょう ご じゅう
明日の百より今日の五十

A bird in the hand is worth two in the bush.





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◆ はな き 話す・聞く Speaking and listening

6-1

いつもお世話になっております。

Scene 6-1 りゅうがくせい センターで勉強しています。
I'm studying at the International Student Center.

Brian has joined a community aikido school near his homestay house, where his homestay brother also goes. After training, the members are gathered for a small welcome party. Kawakami-san, the leader of the aikido school, asks Brian to introduce himself.



The script

かわかみ 川上	ぶらいあん ブライアン
もうみんな来ていますね？	
はい、みなさん、あたらしいメンバーです。	
ブライアン君、ひとこと自己紹介をお願いします。	はい、ブライアン・ワンです。アメリカの オレゴン州から来ました。今福沢大学の 留学生センターで勉強しています。白井一 郎君のところでホームステイしています。あと、 合気道はオレゴンでちょっとだけしていまし たけど、まだ下手です。よろしくお願いします。
ありがとうございます。	

Kawakami	Brian
Everyone is here now, right?	
All right, everyone, there's a new member.	

Brian, please introduce yourself and say something.	Yes, I'm Brian Wang. I came from Oregon in America. I am studying now at the International Student Center at Fukuzawa University. I am doing a homestay at Ichiro Shirai's place. And also, I was doing a little aikido in Oregon, but I'm still really bad at it. Nice to meet you.
Thank you.	



単語と表現 Vocabulary and expressions

Nouns

みなさん め ん ば ぁ メンバー	everyone (used in addressing a group) member
ひとこと じ こ しょうかい 自己紹介(します)	something (to say) self-introduction
あ め り か アメリカ	America
に ほ ん に つ ぽ ん 日本・日本	Japan
か な だ カナダ	Canada
め き し こ メキシコ	Mexico
ぶ ら じ る ブラジル	Brazil
ちゅうごく 中国	China
かんこく 韓国	Korea
い ぎ り す イギリス	England, U.K.
ど い つ ドイツ	Germany
け に あ ケニア	Kenya
お れ ご ん しゅう オレゴン 州	Oregon
しゅう 州	state, as in the US
しょう 省	provinces in China
かんとうしゅう 広東 省	Guangdong Province
りゅうがくせい せん た あ 留 学 生 センター	International Student Center
りゅうがくせい 留 学 生	study abroad student

りゅうがく 留学(します)	study abroad
がくぶ 学部	academic division, undergraduate
ぶんがくぶ 文学部	faculty of arts and humanities
ほおむすてい ホームステイ	homestay
あいきどう 合気道	aikido (martial art)
へた 下手	unskillful, bad at
じょうず 上手	skillful, good at

Classifiers

ねんせい ～年生	classifier for grade, level in school
-------------	---------------------------------------

Special expressions

NAME くん 君	[informal title]
もう	already, yet, anymore
まだ	still, yet

拡張 Expansion

1. Find out what the country and state/province you are from are called in Japanese.
2. Select a martial art that you or one of your friends may be interested in. Using a picture, ask a Japanese acquaintance what it is called in Japanese.

Behind the Scenes

BTS 1 Verb ～ています・～ていました

Here you see Verb ～て forms in combination with some forms of います. In speaking, the い of います is frequently dropped (～てます・～てました). There are two possible English equivalents for this combination:

a. Be X-ing

This interpretation indicates a past, current, or future ongoing action.

とも ら あ め ん た
友だちはラーメンを食べています。

My friend is eating ramen.

へ や つか
この部屋、使っていませんね。

You're not using this room, right?

りゅうがくせい せん た あ
留学生センターで待っていますから ……。

I'll be waiting for you at the International Student Center, so . . .

The Verb います may occur in other forms, including the honorific form いらっしゃいます.

じ じ べんきょう
5時から10時まで勉強していました。

We were studying from 5:00 until 10:00.

かん だ お ふ い す まえ ま
神田さんのオフィスの前で待っていてください。

Please be waiting in front of Kanda-san's office.

となり かい ぎ しつ つか
隣の会議室を使っています。

We'll be using the conference room next door.

まいにち じょ ぎん ぐ
毎日、ジョギングしていませんが ……。

I'm not running every day exactly, but . . .

b. Have X-ed or is/am/are X-ed

This interpretation generally indicates a resulting state or a repeated action, especially for Verbs of motion (行く, 来る, 帰る, 出る).

こ ぴ い
コピーができています。

The copies are done.

さ あ し ゃ かえ
サーシャは帰っていて、ここにはいません。

Sasha, having gone home, is not here.

ひ る き
ヒルさん、来ていますか?

Is Hill-san here? or Has Hill-san come?

かん だ くん かいしや で
神田君、きのう会社に出っていましたよね?

Kanda-kun, you were at the office yesterday, weren't you?

まいにちがっこう い
毎日学校へ行っています。

I go to school every day.

Also note the difference between the two responses below:

A: どの学生ですか?

Where are you from (as a student)?

B₁: 早稲田大学に行っています。

I go to Waseda University. (I'm a Waseda student.)

B₂: 早稲田大学に行きます。

I will go to Waseda University (but I'm not a student there yet).

Finally, there are a few verbs whose ～ています form is a simple present in English. 持っています meaning 'I have' is one of these.

BTS 2 もう + Sentence: already, yet, anymore

The word もう before a Sentence indicates a change in circumstances or that the Sentence has already taken place. The English equivalent might be ‘already,’ ‘yet,’ ‘anymore,’ and sometimes ‘now’ depending on whether the Sentence is affirmative or negative:

a. もう + affirmative

もうお昼^{ひる}食^たべましたか？

Did you already eat lunch?

もう帰^{かえ}りましたか？

Did he go home already?

もういいです。

It’s good/enough already. (This is often used to indicate one doesn’t need any more or is fed up.)

もうみんな来^きていますね？

Everyone is here now, right?

あ、もう9月^{がつ}だね？

Oh, it’s September, already, isn’t it?

b. もう + negative

もうコーヒー^{こ お ひ い の}は飲^のまなくなりました。

I’ve gotten to the point that I don’t drink coffee anymore.

もう安^{やす}くないね。

It’s not cheap anymore, is it.

数学^{すうがく}はもう勉強^{べんきょう}してないから ……。

I no longer study math, so . . .

BTS 3 まだ + Sentence (unchanged situation)

The word まだ with a Sentence indicates a continuation in circumstances or that something is still or yet (not) the case. It typically occurs with the ～ています form of a Verb, or an Adjective or [Noun です] that describes a situation.

a. まだ + affirmative

まだ古^{ふる}い携^{けいたい}帯^{つか}、使^{つか}っていますか？

Are you still using the old cell phone?

鈴木^{すずき}さんはまだロンドン^{ろんどん}にいますね。

Suzuki-san is still in London, isn’t she.

8月^{がつ}20日^ははまだお休^{やす}みですか？

On August the 20th, will you still be on vacation?

b. まだ + negative

まだ日本^{にほん}に行^いっていません。

I haven't gone to Japan yet.

勉強^{べんきょう}しましたが、まだ分^わかりません。

I studied, but I still don't understand.

みんな^{みな}帰^{かえ}りましたが、ブライアンはまだ食^たべていました。

Everyone went home, but Brian was still eating.

まだ does not occur with the simple affirmative past. Unlike もう, まだ combines with forms of です to indicate 'not yet':

Q: 中村^{なかむら}さんからの電話^{でんわ}は？

How about the phone (call) from Nakamura-san?

A: まだです。

Not yet. It hasn't happened yet.

Note that in responding to questions, an affirmative answer with もう will use the simple past, but a negative answer with まだ typically uses ～ています・いました。

Q: 宿題^{しゅくだい}、出^だしましたか？

Did you turn in your homework?

A₁: もう出^だしました。

I already turned it in.

A₂: まだ出^だしていません。

I haven't turned it in yet.

Q: お昼食^{ひるた}べましたか？

Did you eat lunch?

A₁: もう食^たべました。

We've already eaten.

A₂: まだ食^たべていません。

We haven't eaten yet.

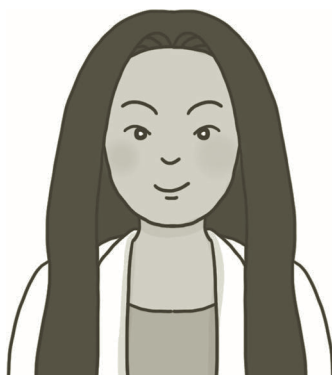
BTS 4 自己紹介^{じこしょうかい} Self-introduction

Self-introductions are very important and much appreciated in Japan, especially getting up in front of a group and telling your hosts who you are. Self-introductions follow a formula and should include: your name (even if it has already been mentioned), affiliation (country, school, and/or company), some information about yourself (such as hobbies or interests, how long you have been in Japan, etc.), and a ritual expression such as どうぞよろしく (お願^{ねが}いします) (with a bow) to close.

Now go to the Activity Book for 練習 Practice and 腕試し Tryout.

Scene 6-2 ^{すず き あや の}鈴木彩乃といます。 My name is Ayano Suzuki.

After Brian introduces himself to the aikido group, Kawakami-san asks the other members to do a short self-introduction.



6-2

いつもお世話になっております。



The script

^{かわかみ} 川上	^{すず き あや の} 鈴木彩乃
じゃあ、みんなも一人ずつ自己紹介してください。右からでいいですか？	はい。ええ、 ^{すず き あや の} 鈴木彩乃といます。2 週間前に ^{しゅうかんまえ} 初段になりました。 ^{あいきどう} 合気道は今年でもう5年目になります。 ^{ねん め} 近くの ^{ちか} 高校で ^{せいぶつ} 生物の ^{きょうし} 教師をしています。どうぞよろしく。

Kawakami	Ayano Suzuki
Well then, everyone introduce yourself one by one. Is it all right to start from the right?	Yes. Uhhh, my name is Suzuki Ayano. Two weeks ago I became first rank. As of this year, it's five years (that I've done) aikido. I usually work as a biology teacher at a high school nearby. Nice to meet you.



単語と表現 Vocabulary and expressions

Nouns

みぎ 右	right
ひだり 左	left
しょだん 初段	first or lowest rank black belt in martial arts, calligraphy, <i>shōgi</i> , <i>igo</i> , etc.
ちか 近く	nearby, vicinity, neighborhood
む 向こう	opposite side, other side, over there
となり 隣	next door, beside
うえ 上	top, over
した 下	bottom, under
なか 中	inside
そと 外	outside
みせ 店	store, shop
せいぶつ 生物	biology
きょうし 教師	instructor, teacher
まねえじゃあ マネージャー	manager
りいだあ リーダー	leader
いしや 医者	(medical) doctor
かいはつ 開発(する)	development
きかく 企画(する)	plan, project, design
でざいん デザイン(する)	design
まあけていんぐ マーケティング	marketing
せえるす セールス	sales

Verbs

もう 申します↓(申さない;申して)	say (humble)
おっしゃいます↑(おっしゃらない;おっしゃって)	say (honorific)

Phrase particles

〜と (言^いいます・申^{もう}します↓・おっしゃいます↑) Particle

Classifiers

にん り 〜人・〜人	classifier for counting people	ろくにん 六人	6 people
ひとり 一人	1 person	しちにん ななにん 七人・七人	7 people
ふたり 二人	2 people	はちにん 八人	8 people
さんにん 三人	3 people	きゅうにん く にん 九人・九人	9 people
よにん 四人	4 people	じゅうにん 十人	10 people
ごにん 五人	5 people	なんにん 何人	how many people
ふん ぶんかん 〜分・分間	classifier for counting minutes		
か かかん にち 〜日・〜日間・日	classifier for counting days		
ねんかん 〜年間	classifier for counting years		

Special expressions

ひとり 一人ずつ	one (person) at a time
みぎ 右からでいい	from the right is good
AMOUNT OF TIME〜間 ^{かん}	number of hours, days, weeks, years

拡張 Expansion

If you work, find out how your occupation would be described, using the 〜ています pattern.

Behind the Scenes

BTS 5 Phrase particle + です

In Act 5 you saw 〜て forms used for permission, including [Noun で] (これでいいですか? Is this one all right?). Here you see [Noun + Particle で] in the same pattern.

みぎ
右からでいいですか？

Is it all right (to start) from the right?

30 ページ^{ぺえじ}まででいいです。

(If you read/complete) it will be fine up to page thirty.

In this pattern, で is a form of です. So in fact, the で in 右^{みぎ}からで is the て form of 右^{みぎ}からです. ‘It’s from the right.’ Other [Noun + Particle です] combinations do the same thing:

30 ページ^{ぺえじ}までです。

(It goes) up to page thirty.

Particles が and を occur in this pattern but with some limitations. They only occur in response to statements where information is missing:

Q: 来^きましたよ。

She’s here!

A: 誰^{だれ}がですか？

Who?

Q: き^かのう買^かいました。

I bought it yesterday.

A: 何^{なに}をですか？

What?

Phrase Particles に and までに rarely occur in this pattern.

BTS 6 Name + といいます・おっしゃいます・申^{もう}します

You saw the Verb 言^いいます in Act 3 日^に本^{ほん}語^ごで何^{なん}と^いいますか？ ‘What’s it called in Japanese?’ The Verb 言^いいます and its honorific and humble equivalents—お^おっしや^しいます↑ and 申^{もう}します↓—mean ‘say,’ ‘tell,’ or ‘is called.’ When we identify things and people, this pattern is used. You have seen 言^いう in the Introduction in the ~て form 言^いって^いください。 ‘Please say it.’

すずき
鈴木^{すずき}と^いいます。

My name is Suzuki.

ろばあとほおる
ロバート・ホール^{ろばあとほおる}って^いいましたか？

Was his name Robert Hall?

にほんご
日^に本^{ほん}語^ごで自^じ己^こ紹^{しょう}介^{かい}と^いいます。

In Japanese it’s called a *jikoshookai*
(self introduction).

これ、何^{なん}て^いいますか？

What is this called?

Note that between the name and います you have a Phrase Particle: と, or less formally (っ)て (with って occurring after vowels, and て occurring after ん).

Because introductions tend to be formal, the humble form is often used for telling your own name, and the honorific for naming other people, especially superiors. See more on this humble and honorific distinction in Scene 6-4.

もりす もう
モリスと申します。
すず き せんせい
鈴木先生とおっしゃいます。

My name is Morris. (lit. I am called Morris.)
Her name is Prof. Suzuki. (lit. She is called Prof. Suzuki.)

BTS 7 Change of state: noun + になります・なりました

In Act 5, you saw Adjectives in their く form in combination with なります ‘become, get to be,’ The combination [Noun + になります] is used to indicate an end state or goal.

たいへん
大変になりました。

It became terrible (i.e. when the store relocated).

ともだち
友達になりました。

We got to be friends.

きょうし
いい教師になりました。

She became a good teacher.

じ
5時になりました。

It is (lit. has become) 5:00. (announcement before the news)

BTS 8 Locations

Location Nouns such as 右・左、上・下、中・外、隣 and 向こう are all relative to where the speaker is. If we are facing each other, my right is your left. If I am on the tenth floor and you are on the first floor, I must go down to the conference room on the fifth floor but tell you to come up. Keep perspective in mind as you give directions, and always be sure that you know where both parties are located.

かん だ さ あ し や みぎ
神田さんは、サーシャさんの右です。

Kanda-san is on the right of Sasha-san.

ち け っ と でんしや なか か
チケットは電車の中で買いました。

We bought our tickets inside the train.

となり す う ば あ ちい ほん や
隣のスーパーに小さい本屋がありますよ。

There's a small bookstore in the supermarket next door.

BTS 9 Time classifier ～間

A time classifier plus ～間 always indicates the amount of time. You have already seen ～時間 (1 時間 ‘one hour,’ 2 時間 ‘two hours,’ etc) and ～週間 (1 週間 ‘one week,’ 2 週間 ‘two weeks’). Other classifiers that combine with 間 are:

ふん ぶんかん ふんかん
～分: 1 分間 ‘one minute,’ 2 分間 ‘two minutes,’ etc.

ねん ねんかん ねんかん
～年: 1 年間 ‘one year,’ 2 年間 ‘two years,’ etc.

the calendar days (except 1 日^{いちにち}, which already indicates an amount of time in contrast to 1 日^{ついたち}):

2 日間^{ふつ か かん} ‘two days,’ 3 日間^{みつ か かん} ‘three days,’ etc.

Note that for 分^{ぶん}, 年^{ねん}, and 日^か the classifier alone (without 間^{かん}) might be either naming or counting. 間^{かん} simply clarifies that it is an amount of time. Thus, 5 分^{ぶん} names a time in (5:05). But 5 分^{ぶん} (間^{かん}) あります ‘we have five minutes’ tells an amount of time. Likewise, 年^{ねん} names a year in 明治 2 年^{めいじ ねん} ‘Meiji 2,’ while 10 年^{ねん} (間^{かん}) tells how many years. And 日^か names a date in 4 日^{よつか} ‘the 4th,’ while 1 4 日間^{じゅうよつ か かん} (間^{かん}) いました。 ‘I was there for fourteen days.’ tells an amount of time. The 間^{かん} is necessary in the case of ～時間^{じ かん} and optional in the case of ～週^{しゅう} (though ～週間^{しゅうかん} is definitely preferred).

Now go to the Activity Book for 練習^{しゅう} Practice and 腕試し Tryout.

Scene 6-3 みんなで写真撮りませんか？ Why don't we take a picture together?

Brian suggests taking a group photo of the aikido group.



The script

Pay attention to where everyone is standing when you rehearse this Scene.

ぶらいあん ブライアン	すずき 鈴木
あの、みんなで写真撮りませんか？	いいですね。そうしましょう。
	じゃあ、みんなこっちの方 ^{ほう} に来て。 背 ^せ が 高 ^{たか} い人 ^{ひと} は後 ^{うし} ろに立 ^た って。 その ^{みどり} 緑 ^{しろ} と白 ^{ひと} の人 ^{みぎ} 、もっ ^{ひだり} と右 ^{みぎ} 、じゃなく ^{ひだり} て左 ^{みぎ} に寄 ^よ ってくだ ^さ さい。 オッケー、行 ^い きますよ！ 1、2、3、はい、 チーズ！
(みんなで)チーズ！	はい、もう一枚 ^{いちまい} ……。 はい、どうもお疲れ様 ^{つか} でした ^{さま} 。
ありがとうございました。	

Brian	Suzuki
Umm, shall we take a picture together?	Good! Let's do that.
	Well then, everyone come here. Taller people, stand in back. The person/people in green and white there, lean more to the right. I mean the left.
	Okay, here we go. one, two, three, cheese!!
[Everyone] Cheese!	Okay, one more. . . . Okay, good job.
Thank you.	



単語と表現 Vocabulary and expressions

Nouns

しゃしん 写真	photo
ほう 方	way, direction, alternative (of two)
せ 背	back, spine
うし 後ろ	back, behind
まえ 前	front
ま なか 真ん中	middle
で ぐち 出口	exit
い ぐち いりぐち 入り口・入口	entrance
まど 窓	window
ひと 人	person
かた 方	person (honorific)
おんな ひと 女の人	woman
おとこ ひと 男の人	man
ち い ず チーズ	cheese

Color nouns

みどり 緑	green
むらさき 紫	purple
ちやいろ 茶色	brown
きいろ 黄色	yellow
ぐ れ え グレー	gray
び ん く ピンク	pink
あか 赤	red
しろ 白	white
あお 青	blue, green
くろ 黒	black
いろ 色	color
なにいろ 何色	what color

Verbs

と 撮ります(撮らない;撮って)	take (a photo)
み 見えます(見えない;見えて)	appear, be visible
た 立ちます(立たない;立って)	stand
すわ 座ります(座らない;座って)	sit
よ 寄ります(寄らない;寄って)	get close to, drop by, lean on

Adjectives

せ たか (背が)高い	tall (in stature)
せ ひく (背が)低い	short (in stature)

Special expressions

せ たか ひと 背が高い人	tall person/people
もっと	more
もう一枚 いちまい	one more sheet
もうちょっと	a little more
みぎ ひだり 右、じゃなくて左	right, I mean left
い 行きますよ。	Here we go!
いち、に、さん!	One, two three!
ち い ず チーズ!	Cheese!

Behind the Scenes

BTS 10 Verb 〜て for informal commands

You have seen Verb 〜てください used for requests. For a direct command in very informal situations, ください can be dropped. The command can be made more insistent with the addition of Sentence Particle よ.

ま 待って!	Hold on!
み 見てよ。	Look!

もう少し勉強して。
あした来てね。

Study a little more.
Come tomorrow, okay?

BTS 11 Colors: adjective and noun forms

You have now seen that some colors can have both an Adjective (赤い, 青い, 白い, 黒い) and a Noun (赤, 青, 白, 黒) form. Others, such as 緑, have only a Noun form. There is a slight difference in the Adjective and Noun form of colors such as 赤(い). The noun form enters into compounds such as 赤ワイン. Also, when talking about color as a concept, it is always the Noun form that is used: 赤がすきです。'I like red.'

赤と白のストラップ

a red and white (decorative) strap

外が雪で白くなりましたね。

It's snowed outside and turned white.

この青、すごくきれいじゃないですか？

Isn't this a beautiful blue?

BTS 12 More: もう and もっと

There are two patterns for indicating 'more' or additional quantity in Japanese.

a. もう + amount

The word もう combines with a quantity or amount to indicate how much more.

もう一回

one more time

もう少し食べませんか。

Won't you have a little more?

もう二個ください。

Two more, please.

Notice that in English, 'more' follows the number ('one more time'), but in Japanese it precedes (もう一度).

b もっと + Sentence

The word もっと combines with a Sentence (Verb, Adjective, Noun です) to indicate an even greater degree than what has been mentioned.

もっと食べました。

They ate (even) more.

もっと高いです。

It's (even) more expensive.

もっときれいです。

It's (even) prettier (more pretty).

Compare the following:

もう少し^{すこ}の^の飲みませんか。

Won't you drink a little more?

もっと^の飲みませんか。

Won't you drink more?

The first is a slightly more polite way of inviting someone to have more to drink.

BTS 13 Describing people: 背^せが^{たか}高い・背^せが^{ひく}低い人^{ひと} a short/tall person

In Act 2 you learned that Adjectives can directly modify Nouns: 古^{ふる}い^{みせ}店 ‘an old shop’ or ‘a shop that’s old.’ In fact, an Adjective Sentence in the informal can directly modify a Noun.

あまり^{あたら}新^{みせ}しくない店

a shop that's not so new

エ^えン^んジ^{じん}ン^んが^くいい^る車

a car with a good engine

ラ^{らん}ン^ちチ^れが^すおいしい^とレス^{らん}トラ^んン

a restaurant where the lunch is good

Now go to the Activity Book for 練習 Practice and 腕試し Tryout.

Scene 6-4 ^{めい し こうかん} 名刺交換 Exchanging business cards

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Sasha is introduced to someone at a reception.

The script

さ あ し や サーシャ	し ら い 白井
(handing over her <i>meishi</i> and accepting his) おおがきようかい さ あ し や も り す も う 大垣 商 会 のサーシャ・モリスと申します。 いつもお世話になっております。	(handing over his <i>meishi</i> and looking at hers) はじめまして。よし だ う ん そ う し ら い も う 吉田運送の白井と申します。 こちらこそどうぞよろしくおねが い た 致します。
ありがとうございます。	あ、申し訳ございません。こちらの番号が 新 しくなりまして ……。
あ、そうですか。	はい。は ち き ゅ う な な な に い れ い 8 9 の 7 7 2 0 です。
な な な に い ぜ ろ 7 7 2 0 ですね。どうもありがとうございます。	よろしくおねが い た 致します。
こちらこそ、どうぞよろしくおねが い た 致します。	

Sasha	Shirai
My name is Sasha Morris from Ogaki Trading Company. We always appreciate your helpfulness.	How do you do, Ms. Morris. My name is Shirai from Yoshida Transport. It's we who appreciate you.

Thank you.	Oh, I'm terribly sorry but this number has changed.
I see.	Yes. It's 89-7720.
So, it's 7720, right? Thank you.	Nice to meet you.
It's I who am pleased to meet you.	



単語と表現 Vocabulary and expressions

Nouns

めいし 名刺	business card
こうかん 交換	exchange
(お)せわ (お)世話(します)	help, aid, assistance
よしだ うんそう 吉田運送	Yoshida Transport
ばんごう 番号	number
でんわ ばんごう (お)電話番号	telephone number (your telephone number)
(お)なまえ (お)名前	name (your name)
めえる メール	email
あどれす アドレス	(email) address
れんらくさき 連絡先	contact information

Verbs

おります↓	be (humble form of います 'be') The ~ない and ~て forms are rarely used today.
いらっしゃいます↑(いらっしゃらない; いらっしゃって)	be (honorific form of います 'be')

Special expressions

はじめまして。	How do you do.
いつもお世話になっております↓。	I/we are always in your debt.
もうわけ 申し訳ございません↓。	I am terribly sorry. (lit. 'I have no excuse.')
れいごうごうにほちきゆう なななにいれい 0 5 52,89 の 7 7 2 0	(0552) 89-7720

拡張 Expansion

Do a search on the internet for visual or motion picture representations of Japanese people exchanging business cards. (Avoid comedic or satirical situations.) Discuss the situation with your Japanese teacher or colleague. Find out in what context(s) the behaviors you see are appropriate.

Behind the Scenes

BTS 14 名刺交換 めい し こうかん Exchanging business cards

Business cards めい し 名刺 are commonly seen in Japan. Even students sometimes use めい し 名刺. There is a great deal of information on these cards that helps people to determine what their relationship to the other person is—company or affiliation, unit, rank—and therefore how they should address one another. Japanese names are notoriously varied in the kanji that are used to represent them, and this information is also available from the business card.

When you hand over your business card in Japan, the card should be turned so that the other person can easily read it. Using two hands—both to give your card to the other person and to take the other person's card—is conventional in a formal setting. When you accept someone's card, it is polite to look at the information contained on it, and either put it away or, if you are at a meeting, place it on the table in front of you (so that you can remember the names of those in attendance).

Note that numbers which are ordinarily one mora (2 and 5) are lengthened when they occur in a telephone number—or any other list (credit card numbers, room numbers, etc.).

きょうしつ 教室は さんにいごう 3 2 5 です。

The room is 325.

ええっと、ごうななれい 5 7 0 ですか、ごうぜろなな 5 0 7 ですか？

Umm, is it 570? Or 507?

BTS 15 More on politeness

This Scene is a very formal meeting between two people who do not know each other and who have a good deal at stake in the relationship. Both speakers introduce themselves using the humble もう 申します↓. You see two other humble Verbs: お おります↓ (humble form of います) and い いたします↓ (humble form of します). Sasha uses the humble Verb ねが お願いします, and Shirai-san responds using the even more humble ねが お願いいたします. Below you see the polite forms for these Verbs.

Plain

言いいます
 います
 します

Polite-honorific↑

おっしゃいます↑
 いらっしゃいます↑
 なさいます↑ (see Act 7)

Polite-humble↓

申もうします↓
 おります↓
 いたします↓

あたら
BTS 16 Formal 〜まして forms: 新しくなりまして

In this Scene you see the 〜て form of a Verb in the formal form: 新あたらしくなりまして. This use of formal 〜まして forms is typical of ritual speech, such as introductions and public speaking.

はじめまして。

How do you do. (from 始めます ‘begin’)

おそおそくなりまして、申しもう わけ訳わけございません。

I am terribly sorry for being late.

Now go to the Activity Book for 練習 Practice and 腕試し Tryout.

Scene 6-5 お話^{はな}したいんですが ……。

Sasha wants to discuss her future plans with Yagi-bucho, so she makes an appointment to see her.



The script

さあしや サーシャ	やぎぶちよう 八木部 長
ぶちよう ごんしゅう いそが 部長、今週お忙しいですか？	なん 何ですか？
いつかちょっとお話 ^{はな} したいんですが ……。	なに むづか はなし 何か難しい話？
いえ、ちょっと来年 ^{らいねん} のことについて ……。	わかりました。じゃあ、木曜 ^{もくよう} はどうですか？午 後 ^ご はずっと空 ^あ いていますから。
そうですか？では2時 ^{に じ} ごろいかがでしょうか。	いいですよ。じゃあ、あさ ^あ つての2時 ^じ に。
よろしく願 ^{ねが} いします。	

Sasha	Yagi-bucho
Chief, are you busy this week?	What is it?
I'd just like to have a word, but . . .	Is it something that's hard to talk about?
No, but there's something I'd like to talk about regarding next year.	I understand. Well then, how about Thursday? The whole afternoon is open, so . . .
Is it? Well, how would about 2:00 be?	That's just fine. So then, the day after tomorrow at 2:00.
Thank you. (lit. 'Please treat me favorably.')	



単語と表現 Vocabulary and expressions

Nouns

課長 かちょう	section chief
社長 しゃちょう	company president
所長 しよちょう	head of a laboratory, research center
学長 がくちょう	school president
(お)話 はなし	talk
(ご)相談(する) そうだん	consultation
(ご)報告(する) ほうこく	report
アポ あぽ	appointment
留守 るす	away from home or work

Verbs

お話しします↓ はな	talk (humble)
空きます(空かない; 空いて) あ	become free, empty
休みます(休まない; 休んで) やす	take a break, go on vacation/holiday
いたします↓(いたさない; いたして)	do (humble)

Adjectives

Verb～たい	want to VERB
---------	--------------

Special expressions

いつか なにか	sometime
何か	something
Xについて	with regard to X
いかが	how (polite)
ずっと	continuously, by far, the whole time

Behind the Scenes

BTS 17 Polite adjectives

You have seen polite prefix お〜 with Nouns (お電話、お茶、おすし), but here you see Sasha asking her division chief if she is busy using an Adjective with the same polite prefix: お忙しい. Not all Adjectives will add this polite お〜, but some others that you may hear (especially from service personnel) are お早い, お高い, and お安い. Polite Adjectives are never used when talking about yourself.

BTS 18 Question word + か：何か、どれか、どこか、 どちらか、誰か

A question word plus Sentence Particle か makes an indefinite expression usually equivalent to English ‘some-X’ or ‘any-X’:

何か	something/anything
だれか・どなたか	someone/anyone
どこか・どちらか・どっちら	somewhere/anywhere
どうか	somehow/anyhow
どれか	something/any one (of a group)
いつか	sometime (an uncertain time in the future)
いくつ	some number of

These expressions may occur with (or without) Phrase Particles just as other Nouns do.

あ、だれか(が)来た!	Oh, someone's here!
何か、食べませんか?	Do you want to eat something?
本田さんはどこかに行きました。	Honda-san went somewhere.

This combination can also precede a Noun phrase to make it indefinite.

何か難しい話	something difficult to talk about
どこかおいしいラーメン屋	some delicious ramen shop
いつか休みの日	some day that's a holiday

BTS 19 Adjective んです

Any of the three Core Sentence types (Verb, Adjective, and Noun です) can occur in combination with んです. In this Act we cover Adjectives plus んです.

たか
高いんです。

The fact is, it's expensive.

たか
高くないんです。

The fact is, it's not expensive.

たか
高かったんです。

The fact is, it was expensive.

たか
高くなかったんです。

The fact is, it wasn't expensive.

Sentence んです is a [Noun です] sentence, which means that the informal form will use だ instead of です (んだ). This will be covered in more detail in the next Act.

Sentence んです has a number of uses, all of which can be subsumed under the idea of “fact, matter, thing (intangible).” Let's divide the use of this form into questions on the one hand and statements on the other.

• んです in questions

When んです is used in a yes-no question, you must have evidence to believe that the main sentence is true. This is not unlike the use of “What, _____?” in English. Seeing that your friend is struggling with his Japanese homework, you might say, “What, is it tough?” The same question in Japanese would be むずか難しいんですか。Other English constructions that accomplish the same thing include affirmative tag questions (“It's tough, is it?” “It's tough, huh?”).

• んです in statements

In statements, too, んです refers to the situation within which the main sentence occurs. It is often used to express reasons or provide rationales—direct or underlying. In this sense, it is very different from [Sentence + から] which is a direct reason. んです asks the listener to take in the entire situation and draw a conclusion. Thus if your teacher asks why you haven't bought the textbook yet, you might reply, たか高いんです。‘It's that it's expensive.’ The price of the textbook is a direct reason for your not buying it, but use of んです here is a softer alternative than [Sentence + から]. On the other hand, you might give a less direct, more oblique rationale: アルバイトがないんです。‘I don't have a part-time job.’ No job means no money means I can't afford it. You will find that Japanese people often use んです in ways that require you to make these logical connections. Again, it is a virtue in Japan to be vague, but it is also a virtue to listen carefully for the underlying message!

One related—and frequent—use of んです is to set the stage with background information. You see an example in this Scene when Sasha tells her supervisor that she would

like a little of her time: ちょっとだけお話ししたいんですが …… ‘I’d like to have a word, but . . .’ This sentence frames or forms background for what is to follow—she wants to ask about next year. English speakers sometimes do this with phrases such as “you know,” “well, you see,” “here’s the thing,” etc.

BTS 20 Verb ～たい

A Verb in the ～たい form means ‘want to’ or ‘would like to.’ It is formed by adding ～たい to the Verb stem .

～ます form

食べます

飲みます

使います

～たい form

食べたい

飲みたい

使いたい

to eat

to drink

to use

This ～たい form is an Adjective, so all of its forms parallel that of Adjectives.

Affirmative

Non-past

食べたいです
want(s) to eat

Past

食べたかったです
wanted to eat

Negative

食べたくないです

食べたくありません
do(es)n’t want to eat

食べたくなかったです
食べたくありませんでした
didn’t want to eat

Because a ～たい form is an explicit expression of what the speaker wants, it is very often backgrounded by embedding it into an んです sentence:

ちょっとお聞きしたいんですが ……。 ‘I’d like to ask you a question, but . . .’ (offered as a reason for stopping a stranger to ask for directions).

Either Phrase Particle を or が might mark the direct object of a ～たい form:

あた くら か
新しい車(を・が)買いたいんですけど ……。 ‘We’d like to buy a new car, but . . .’
(offered as a reason for applying at the bank for a loan).

Remember that ～たい forms rarely refer to what someone else wants, and are not generally used as invitations the way that “do you want to” forms are in English. For invitations, it is safer to use a negative question.

Note also that some Verbs do not normally occur in the ～たい form. These include あります, できます, and わかります. What these Verbs have in common is that they aren't volitional or a matter of will. You cannot decide that something exists or that you will be able to do or understand something.

BTS 21 Humble verbs

Most Verbs have a humble equivalent that shows deference (and a certain sense of benefit) to the listener or someone else in the context. They can be formed by adding the prefix お～ to the stem (drop ～ます from the formal form) and adding some form of します.

お話しします↓

I/we will talk/speak (to someone for you)

お手伝いします↓

I/we will help (you)

お作りします↓

I/we will make it (for you)

Note that you can substitute いたします↓ for します in any humble form and make it doubly polite. Thus お手伝いします↓ is humble but お手伝いいたします↓ is even more humble.

Now go to the Activity Book for 練習 Practice and 腕試し Tryout.

Scene 6-6 よくご存知ですね！ You know a lot, don't you!

Kanda-san is joining Sasha for lunch at a new restaurant near their office.



The script

かん だ 神田	さ あ し や サーシャ
どうも ^ま お待たせしました。	いえいえ。
なに ^な 、 ^{たの} うか、もう頼みました？	いえ、まだ ^{なに} 何も。カレー ^{かれえ} か今日 ^{きょう} のランチ ^{らんち} かで ^{まよ} 迷ってます。
それは ^{かれえ} カレーでしょう！	え？ランチ ^{らんち} よりカレー ^{かれえ} の方が ^{ほう} おすすめですか？
ええ。 ^{らんち} ランチもいいんですけどね、 ^{かれえ} カレーほど ^{ぐるめ} すごい ^{かん} です。他の ^{ほか} 店 ^{みせ} のものと ^{ちが} あまり違 ^{ちが} わないですね。	へえ。さすが ^{ぐるめ} グルメの ^{かん} 神田 ^だ さん、よくご ^{ぞんじ} 存知 ^{ぞんじ} ですね！
いえいえ。	じゃあ、 ^{かれえ} カレーにします。やっぱり ^{かん} 神田 ^だ さんに ^き 聞いて、よかった！

Kanda	Sasha
Sorry to make you wait.	No, no.
Did you already order something?	No, nothing yet. I'm torn over whether it should be curry or the lunch of the day.
That should be curry!	Oh? You recommend curry over the lunch of the day?
Right. The lunch of the day is okay, but not as awesome as curry, you know. It isn't all that different from stuff at other places, you know.	Wow! True to his reputation, Kanda-san the gourmet knows a lot!
No, no.	Well then, I'll have the curry. Glad that I asked you, Kanda-san!



単語と表現 Vocabulary and expressions

Nouns

らん ち ランチ	lunch, lunch of the day
ていしょく 定食	set meal
すす (お)勧め	recommendation, suggestion
ほか ほか 他・外	other, else, besides
べつ 別	different, separate, distinct
もの もの	thing (tangible)
ぐる め グルメ	gourmet, connoisseur

Verbs

たの たの たの 頼みます (頼まない; 頼んで)	order (at a restaurant, online, etc.), request
まよ まよ まよ 迷います (迷わない; 迷って)	become confused, lost
こま こま こま 困ります (困らない; 困って)	be troubled; be bothered; be embarrassed
ぞん ぞん ぞん 存じます↓ (存じない; 存じて)	know, find out (humble)
し し し 知ります (知らない; 知って)	know, find out
し 知っています	know
すす すす すす Xに勧めます・薦めます (勧めない・ 薦めない; 勧めて・薦めて)	recommend to X, advise X, encourage X

Particles

より	compared to [comparison particle]
ほど	as much as [comparison particle]

Special expressions

ま お待たせしました。	Sorry to make you wait.
なに 何も	nothing
かれ え きょう らん ち カレーか今日のランチか	curry or the lunch of the day
らん ち か れ え ほう すす ランチよりカレーの方がお勧め	curry rather than the lunch of the day is the recommendation

カレー ^{かれ え} ほどすごくない	not as awesome as curry
Xと ^{ちが} 違うんです	not different from X
さすが (Noun)	true to (your reputation, what I expected, etc.)
ご ^{ぞんじ} 存知です ↑	know (honorific)
Xにします	decide on X
Xに ^き 聞きます	ask X
Xに・と ^{そうだん} 相談します	consult with X
Xに ^{ほうこく} 報告します	make a report to X

拡張 Expansion

What kinds of items do you usually carry with you when you go to work or school? Find out what to call these items in Japanese, and practice saying the words.

Behind the Scenes

BTS 22 ^{なに}何も Question word + も

A question word combines with Phrase Particle も to indicate all of a category (with affirmative Sentences) or none of a category (with negative Verbs). Not all combinations are possible, as the following table shows.

	with AFFIRMATIVE	with NEGATIVE
^{なに} 何も	[rare]	nothing, not anything
だれも	[rare]	nobody, no one, not anybody
どこも	everywhere	nowhere, not anywhere
いつも	always	never
どれも	every one	not (a single) one
どちらも	both	neither, not either
どの X も	every X	no X
どんな X も	every kind of X	no kind of X
^{れんらくさき} どの連絡先もまずいです。	All of the forwarding addresses are bad?	
^{けいたい} この携帯、どちらもだめです。	Both of these cell phones are broken.	
^{なに} 何も ^{ほうこく} 報告しませんでした。	They didn't report anything.	

The same Phrase Particles that can be followed by も in other contexts (にも、でも、からも、etc.) can take も in this pattern. Here are some examples:

どこまでも ^{がんば} 頑張ります。	I'll do my best all the way, no matter how far.
いつまでも ^ま 待ちます。	I'll wait forever.
だれからも ^{なに} 何も聞いていませんが ……	I haven't heard anything from anyone, but . . .

When the question word refers to quantity, the meaning is ‘no large number/amount’ (with negative sentences) or ‘a large number/amount’ (with affirmative sentences).

	with AFFIRMATIVE	with NEGATIVE
いくらも	a large amount	no large amount
いくつも	a large number	no large number
なん ^{なん} -CLASSIFIER も	a large number	no large number
(including ^{なん} 何個も、 ^{なんぼん} 何本も、 ^{なんまい} 何枚も、 ^{なんにん} 何人も etc.)		

Here are some examples:

に ^{ほんじん} 日本人が ^{なんにん} 何人も ^き 来ました。	Any number of Japanese people came.
こんな紙、宿題に ^{かみしゆくだい} 何枚も ^{なんまい} 使いましたけど。	I used any number of sheets of this kind of paper for my homework, but . . .
け ^{ご む} 消しゴムはいくつもないから ……。	There aren't a lot of erasers, so . . .

BTS 23 Noun_x か noun_y (か) either X or Y

Particle か follows Nouns in a list of two or more alternatives; か is optional on the final item in the list. Thus ^{まいにち}毎日^{さん}サンドイッチ^{どい}か^っピザ^ちか^{びざ}ハンバーガー^{はんばあ}(か)^{があ}を食べ^たました。
‘Every day I ate a sandwich, pizza or a hamburger.’

かん ^だ 神田さんか ^ぶ 部長 ^{ちよう} に ^{ほう} 報告 ^{こく} してください。	Please report either to Kanda-san or the division chief.
ちゅうごく ^{かんこく} 中国か ^{りゅうがくせい} 韓国からの留学生 ^{です} ね。	They are study abroad students from either China or Korea.

BTS 24 Comparison of two items

In comparing items, there is no *-er (taller)* or *-est (tallest)* in Japanese. Rather, when you mention the two items being compared, both are followed by と: XとYと and what follows tells how they are to be compared. If the comparison is a question, it typically begins with どちら(の方). You saw 方 in Scene 3 of this Act meaning ‘direction, way.’ In this pattern, 方 is used to indicate one alternative of two in making the comparison, and is optional.

課長と部長とどちらの方がよくわかると思う？

Who do you think would understand better, the section chief or the division chief?

103号室と107号室とどちらが使いやすいでしょうか。Which would be easier to use, room 103 or room 107?

Is indicating a preference of one thing over another, the word より can be translated ‘rather than’ or ‘compared to.’ When it is used for comparisons, より marks the point from which the comparison is made: そこより ‘compared to that place,’ 私より ‘compared to me.’ (Note that より comes up in the *kotowaza* for this Act: 明日の百より今日の五十 literally ‘Better fifty today than a hundred tomorrow.’) Like other particles, より can take は or も.

アイスクリームより甘いです。

It’s sweeter than ice cream. (Compared to ice cream, it’s sweet.)

英語よりも難しかったです。

It was harder than English, too (in addition to being harder than something else). (Compared to English, too, it was hard.)

寒いけど、去年よりはいいんじゃないですか？

It’s cold, but compared to last year, at least, isn’t it better?

今学期は数学より物理のテストのほうがやさしいね。

This term, the tests for physics are easier than the tests for math, aren’t they. (This term, compared to math, the tests for physics are hard.)

In negative comparisons, an item can be described as ‘not as much as’: X ほど.

私、神田さんほど上手じゃないです。

I’m not as good (at X) as Kanda-san.

お肉は嫌いじゃないですが、魚ほど好きじゃないです。

I don’t hate meat, but I don’t like it as much as fish.

BTS 25 Noun + と + Sentence

When two items are compared or contrasted using ^{べつ}別, ^{ちが}違います, or ^{おな}同じ, the point of comparison takes Phrase Particle と.

これは^{せんせい}先生^{ちが}のとは違います。

This is different from the teacher's.

^{わたし}私の^{くるま}車は^{やまぐち}山口^{おな}さんのと同じです。

My car is the same as Yamamoto-san's.

Recall that Phrase Particles such as と (including から、まで、で) combine with も for additional elements as well as は in its comparative meaning.

^{やまもと}あ、山本^{ちが}さんのとは違います。

Oh, it's different from Yamada-san's.

^{わたし}私の^{ちが}のとも違いますよ。

It's also different from mine.

^{わたし}私の^{あばあ}アパートは^と山口^{やまぐち}さんのとは^{べつ}別です。

My apartment is different from Yamaguchi-san's.

A Noun plus と can precede a basic sentence in a general sense of 'with' or 'to.'

^か課長^{はな}と^{かえ}話して、帰りました。

I talked to my section chief and went home.

^{せんばい}先輩^{そうだん}と相談しましたが ……。

I conferred with my senior, but . . .

^{やぎ}八木^ぶ部長^{ちよう}とずっと^ま待ちました。

I was waiting the whole time with Division Chief Yagi.

Some Verbs, such as ^{そうだん}相談します and ^あ会います, take Phrase Particle に or と with a slight difference in meaning. [Noun + ^{そうだん}に相談します] sounds as if the communication is one-way—I'm going to get advice from X. [Noun + と^{そうだん}相談します] sounds a bit more collaborative, because of the 'with' meaning of Phrase Particle と.

BTS 26 さすが

さすが is used in combination with a Noun (^ささすが^{ぐるめ}グルメ^{かん}の^だ神田^{さん}) when you are favorably impressed with the knowledge, accomplishment, or behavior of another. There is a sense of 'I expected no less' when Sasha compliments Kanda on his knowledge of what to order in this Scene. You will also hear さすが(です) 'Excellent! Just like you!' on its own as a compliment.

BTS 27 知^しります・存^{ぞん}じます↓・ご存^{ぞん}知^じです↑ Know

The Verb 知^しります in the simple affirmative, present or past, means ‘find out’:

それ、いつ知^しりましたか。

When did you find that out?

But in its ～ています form, the English equivalent is ‘know’:

この漢^{かん}字^じ、知^しっていますか。

Do you know this kanji?

The negative response to questions about knowing is not a ～ています form, but a simple negative:

いいえ、知^しりません。

No, I don’t know it.

Note that 知^しっています is used for factual knowledge or learning, while わかります is used for understanding or recognition. There is some overlap in these two, since either can be used in talking about, for example, someone’s name.

The polite forms of 知^しります are, 存^{ぞん}じます↓ and ご存^{ぞん}知^じです↑. The honorific form of the question above is ご存^{ぞん}知^じですか.

この漢^{かん}字^じ、ご存^{ぞん}知^じですか。

Do you know this kanji?

Note that the honorific is a Noun rather than a Verb. Its negative is ご存^{ぞん}知^じじゃないです or ご存^{ぞん}知^じないです.

The humble affirmative and negative responses to a question are:

はい、存^{ぞん}じています。

Yes, I know it.

いいえ、存^{ぞん}じません。

No, I don’t know it.

Note that you have already seen a humble polite form of います in おります. So the foregoing affirmative response can be made even more polite with this substitution:

はい、存^{ぞん}じて↓おります↓。

Yes, I do know it.

This is further evidence that politeness is not a matter of ‘on’ and ‘off’ but something that can be amplified and reduced.

**BTS 28 Particle に for decisions: カレー^{かれえ}にします。
I'll have curry.**

Note that [Noun + にします] is a new way of saying ‘decide.’

ここのラーメン^{らあめん}、おいしそうだから、

The ramen here looks good, so let's choose ramen.

ラーメン^{らあめん}にしましょう。

Let's have ramen.

8時^じからにしましょう。

Let's make it from 8:00.

105号室^{ごうしつ}にしました。

We decided on room 105.

Now go to the Activity Book for 練習 Practice and 腕試し Tryout.

Then do 評価 Assessment activities.

◆ よか 読み書き Reading and writing

This lesson introduces the remaining 21 katakana symbols, along with additional information.

Scene 6-7R めにゅう メニュー Menu

Brian and his colleague are deciding what to order over texts.



テキスト Text





Have you already ordered?

No, not yet. Everything looks so good . . .
Here is the menu.

Hamburger ¥750
Juicy hamburger!
Ham and egg sandwich ¥600
Chef's recommended menu!

Cheeseburger ¥750
Very juicy! Very tasty cheese!
Pizza toast ¥650
Pizza by an Italian chef

Set Menu

Drinks
Coffee (hot, iced) ¥450
Hot chocolate ¥400
Cappuccino ¥600
Espresso ¥550



文字と例 Symbols with examples

#26.	ハ バ パ	は ば ぱ	ハ ヒ フ ヘ ホ マ ミ ム メ モ
#27.	ヒ ビ ピ	ひ び ぴ	
#28.	フ ブ プ	ふ ぶ ぷ	
#29.	ヘ ベ ペ	へ べ ぺ	
#30.	ホ ボ ポ	ほ ぼ ぽ	
#31.	マ	ま	
#32.	ミ	み	
#33.	ム	む	
#34.	メ	め	
#35.	モ	も	

Examples

Names

- | | |
|-------------------|--------------------------------|
| 1. ハナはまだいますよ。 | Hannah is still here. |
| 2. トムはまだいませんよ。 | Tom is still not here. |
| 3. サムはもういますよ。 | Sam is already here. |
| 4. ジムはもういませんよ。 | Jim is no longer here. |
| 5. トニーさんとおっしゃいます。 | He is Tony-san. |
| 6. ペギーさんはまだしています。 | Peggy-san is still doing that. |
| 7. トーマスはまだです。 | Thomas hasn't done this. |

- | | |
|----------------------|------------------|
| 8. ピートといいます。 | I'm Pete. |
| 9. パットとおっしゃいます。 | She is Pat. |
| 10. ナオミっていいです。 | I'm Naomi. |
| 11. スミスさんっていいです。 | He is Smith-san. |
| 12. ピーターさんっておっしゃいます。 | He is Peter-san. |

Places

- | | |
|--------------------|------------------------------------|
| 13. ネバダにはまだありますよ。 | Nevada still has it. |
| 14. アイダホにもまだありますよ。 | Idaho also still has it. |
| 15. オハイオにはもういません。 | I'm no longer in Ohio. |
| 16. ミネソタにももういません。 | I'm also no longer in Minnesota. |
| 17. エジプトにまだいました。 | He was still in Egypt. |
| 18. メキシコにもういました。 | He was already in Mexico. |
| 19. ミシシッピーでもうしました。 | I already did this in Mississippi. |

Food and drinks

- | | |
|------------------------|--|
| 20. ピザはまだありますよ。 | We still have pizza. |
| 21. パイはもうないです。 | We no longer have pies. |
| 22. バターはまだです。 | I still haven't used the butter.
I still don't have butter. |
| 23. いつものコーヒー | the usual coffee |
| 24. ビスケットが1つ | one biscuit |
| 25. カプチーノってまだありますか。 | Do you still have cappuccino? |
| 26. ピーチパイってまだおいしいですか。 | Is the peach pie still tasty? |
| 27. チーズバーガーってもうありませんか。 | Is the cheeseburger no longer available? |
| 28. ホットコーヒーってまだですか。 | Has the hot coffee still not arrived? |
| 29. アイスコーヒーお1つですね。 | One iced coffee, right? |
| 30. ハム&エッグはもうないよ。 | The ham and egg sandwich is no longer available. |

Between the lines



BTL 1 /v/

There is no /v/ in Japanese so it is usually realized as /b/ (バ、ビ、ブ、ベ、ボ) in katakana. バット might be ‘bat’ or ‘vat’ (You will encounter an innovative way of representing /v/ in Act 7).

Examples

Names

- | | |
|-------------------------|------------------------------------|
| 1. ベスはおりません。 | Bess/Beth is not here. |
| 2. ビクターはまだおりますが ……。 | Victor is still here. |
| 3. バートさんはいらっしゃいますか。 | Is Bart/Burt-san here? |
| 4. ボビーさんってまだいらっしゃいますか。 | Is Bobbie/Bobby-san still here? |
| 5. バーニーさんはもういらっしゃいますか。 | Is Barney/Bernie-san already here? |
| 6. ベネットのとなりにございます。 | It's next to Bennett. |
| 7. ビッキーのとなりにあります。 | It's next to Vickie. |
| 8. バーナードさんのとなりにまだありますか。 | Is it still next to Bernard-san? |

Places

- | | |
|-------------------------|----------------------------------|
| 9. バージニアにはまだございます。 | It's still in Virginia at least. |
| 10. ウェストバージニアのとなりにもあります | It's also next to West Virginia. |

#36. ヤ や

#37. ユ ゆ

#38. ヨ よ

#39. ラ ら

#40. リ り

ヤ
ユ
ヨ
ラ
リ

#41.	ル	る	ル
#42.	レ	れ	レ
#43.	ロ	ろ	ロ
#44.	ワ	わ	ワ
#45.	ヲ	を	ヲ
#46.	ン	ん	ン



BTL 2 /l/ and /r/

Since Japanese does not distinguish between /l/ and /r/, both of these are usually realized as /r/ morae in Japanese. Compare these sentences.

- | | |
|---|---|
| 1. きれいなライトです。vs. ライトにいます。 | It's a pretty light. vs. He is in the right field. |
| 2. すごいカーレース vs. きれいなレース | an amazing car race vs. pretty lace |
| 3. ライターがあります。vs. ライターをしています。 | There is a lighter vs. I'm working as a writer. |
| 4. レーザーポインターです。vs. レーザーカ
ット、おねがいします。 | It's a laser pointer vs. Please give me
a razor (cut). |
| 5. アメリカのリーダー、いますか。vs. ブック
リーダーってありますか。 | Is the American leader here? vs. Do
you have an e-book reader? |

Examples

Names

- | | |
|--------------------|--|
| 1. ロイがします。 | Roy will do it. |
| 2. リリーがしています。 | Lily is doing that. |
| 3. ローラはしていません。 | Laura is not doing this. |
| 4. ロペスさんももうしていません。 | Lopez-san is also not doing it any more. |

- | | |
|-----------------------|---|
| 5. リンジーさんはまだしていません。 | Lindsay-san hasn't done that yet. |
| 6. ビバリーさんはまだいりません。 | Beverly-san still doesn't need it. |
| 7. タイラーさんはまだしていません。 | Tyler-san still hasn't done this. |
| 8. ルイズはもうしていないよ。 | Louise is no longer doing it. |
| 9. レベッカさんから1つずつしています。 | They are doing it one by one starting from Rebecca. |

Places

- | | |
|--------------------------|--|
| 10. イランにいたいです。 | I want to be in Iran. |
| 11. シリアにいたかったなあ。 | I wanted to be in Syria. |
| 12. ロシアにまだいたかった。 | I wanted to continue to be in Russia. |
| 13. インドでしたいなあ。 | I want to do that India. |
| 14. アメリカでもしたかったよ。 | I wanted to do it also in the U.S. |
| 15. イタリアではしたくないです。 | I don't want to do it in Italy. |
| 16. スペインからしたいけど ……。 | I want to do that from Spain but . . . |
| 17. フランスでしたいですけど ……。 | I want to do this in France but . . . |
| 18. イギリスでしたいんですけど ……。 | It's that I want to do it in England but . . . |
| 19. ブラジルではしたくないんですけど ……。 | It's that I don't want to do this Brazil but . . . |
| 20. ヨーロッパにいらっしやらないんですか。 | So you won't be in Europe? |
| 21. オーストラリアにいたいんですか。 | Is it that you want to be in Australia? |
| 22. シンガポールにずっといたいんだ。 | It's that I want to be in Singapore forever. |

U.S. States

- | | |
|-----------------------|---|
| 23. ユタでもいいですか。 | Is it okay even in Utah? |
| 24. ハワイでもいいんですか。 | Is it that it's okay even in Hawai'i? |
| 25. カンザスにいてもいいですか。 | Is it okay if I stay in Kansas? |
| 26. ミシガンにいてもいいんですか。 | Is it that it's okay if I stay in Michigan? |
| 27. オレゴンにはないです。 | It's not in Oregon. |
| 28. コロラドにはないんです。 | It's that it's not in Colorado. |
| 29. フロリダからだから ……。 | It's from Florida, so . . . |
| 30. ワシントンからありますから ……。 | It starts in Washington, so . . . |

31. ケンタッキーまでございますから ……。 It's as far as Kentucky, so . . .
32. ペンシルバニアまでだから ……。 It's as far as Pennsylvania, so.

Cities

33. パリにだれかいはいませんか。 So isn't there someone in Paris?
34. ホノルルになにかないんですか。 So isn't there something in Honolulu?
35. ベルリンのどこかにないんですか。 So is it not somewhere in Berlin?
36. セントルイスにいつかいらっしゃらないんですか。 So you won't be visiting St. Louis sometimes?
37. どれもポートランドにはないんですか。 So none of these are found in Portland?
38. ロサンゼルスにはなににもないんですか。 So there is nothing in Los Angeles?
39. サンフランシスコにはだれもいないんですか。 So there is no one in San Francisco?



BTL 3 /th/

The /th/ of *leather* becomes /z/ and is usually represented by ザ, ジ, or ズ.

Examples

1. わりといいリズム ♪♪(^.^) Pretty good rhythm!
2. すごい!「レーザービーム」だ! Wow! It's a laser beam!
3. アナザーラブストーリー ♪ another love story
4. 「ザ・ゲスト」ってわりとよかったよ。 "The Guest" was quite good.
5. もう「ジ・エンド」だね。 It's already "the end."



BTL 4 /wh/

English /wh/ (as in *what*) is sometimes represented by ホ.

Examples

1. グレーのホイールがいい。 I want the grey wheel.
2. ホワイトがいいんだけど。 It's that I want the color white.
3. ホイットニーさんとしたいんだけど……。 It's that I want to do this with Whitney-san, but . . .

ようおん
BTL 5 Yoo-on 拗音 (small ヤ、ユ、ヨ)



As with hiragana, the small ヤ、ユ、ヨ represent [consonant + y + vowel]:

キャ キュ キョ ギャ ギュ ギョ

Examples

- | | |
|---|---|
| 1. おもしろいギャグ ^し 知らない? | Do you know a funny joke? |
| 2. キューバ ^し について知 ^し ってますか。 | Do you know about Cuba? |
| 3. キャサリン ^し はなにも知 ^し りませんよ。 | Catherine doesn't know anything (about it). |
| 4. ドキュメンタリー ^し についておと ^し とい知 ^し りました。 | I found out about the documentary two days ago. |

シャ シュ ショ ジャ ジュ ジョ

Examples

- | | |
|---|---------------------------------------|
| 1. ジョン ^し を知 ^し ってますか。 | Do you know John? |
| 2. ジャック ^し についてなにか知 ^し ってますか。 | Do you know anything about Jack? |
| 3. ジョージア ^し についてなにも知 ^し りません。 | I don't know anything about Georgia. |
| 4. シャンハイ ^し のことはきのう知 ^し りました。 | I found out about Shanghai yesterday. |

- | | |
|---------------------------|--|
| 5. あさってのスケジュール知りたいんですが……。 | It's that I want to find out about the schedule for the day after tomorrow . . . |
| 6. シャワーのことはだれも知らないよ。 | No one knows about the shower. |

チャ チュ チョ

Examples

- | | |
|-------------------------|--|
| 1. さすがチャールズさん | True to your reputation, Charles-san. |
| 2. チューターはもういないんです。 | I no longer have a tutor. |
| 3. チョコレートはまだないんです。 | It's that I still don't have any chocolates. |
| 4. マサチューセッツにもいたいんですが……。 | I want to stay in Massachusetts, too, you see. |

ニャ ニュ ニョ

Examples

- | | |
|-----------------------|--|
| 1. ソーニャのほうがいいです。 | I prefer Sonya. |
| 2. ニョッキのほうがいいんだけど。 | It's that I prefer gnocchi. |
| 3. ニューヨークのほうがよかったなあ。 | New York was better. |
| 4. このニュース、きのうのとおなじです。 | This news is the same as the one from yesterday. |
| 5. ニュージャージーとちがいます。 | It is different from New Jersey. |

ヒヤ ヒュ ヒョ ビャ ビュ ビョ ピャ ピュ ピョ

Examples

- | | |
|-----------------------|--|
| 1. ヒューさんがしてもいい? | Is it alright if Hugh-san does it? |
| 2. ヒューロンにしてもよろしいですか? | Is it alright if we decide on Huron? |
| 3. このコンピュータにしていいい? | Is it alright if we decide on this computer? |
| 4. インタビューをしてもよろしいですか。 | Is it alright if I interview you? |
| 5. ランチはビュッフェにしない? | Shall we go to a buffet for lunch? |

ミヤ ミュ ミョ

Examples

- | | |
|------------------|----------------------------------|
| 1. ミャンマーにしましょう。 | Let's decide on Myanmar. |
| 2. ミュージック、スタート! | Start the music! |
| 3. このミュージカルにしない? | Shall we decide on this musical? |

リヤ リュ リョ

Examples

- | | |
|----------------------|-------------------------------------|
| 1. スクリューがないんです。 | It's that there aren't any screws. |
| 2. ドイツのリューベックでしましょう。 | Let's do that in Lübeck in Germany. |
| 3. ITソリューションって? | What is "IT solution"? |



Additional examples (by semantic category)

Food and drink

- | | |
|------------------------------|---|
| 1. ミルクだけです。 | It is just milk. |
| 2. ビールはこれだけですか。 | Is this the only beer? |
| 3. ワインはあれだけでしょう? | That's the only wine, right? |
| 4. ジャムをもう1つください。 | One more (jar of) jam, please. |
| 5. パスタをもっとください。 | More pasta, please. |
| 6. サラダ、もっとおねがいします。 | Please give me more salad. |
| 7. メニュー、もう1つおねがいします。 | Please give me one more menu. |
| 8. このランチスペシャルのステーキ、いかがですか。 | How about this special steak meal? |
| 9. Premium Steak! ステーキバイキング | Premium steak! All-you-can-eat steak |
| 10. Enjoy! コカコーラ | Enjoy! Coca-cola |
| 11. ランチがおいしいレストラン | a restaurant that has tasty lunch |
| 12. どのチョコレートもおもしろそうでこまっています。 | All the chocolates look good, so I'm stuck. |
| 13. どのハンバーガーもおいしいですよ。 | Every hamburger is tasty. |
| 14. サンドイッチはどれもいいですよ。 | All the sandwiches are good. |

- | | |
|---------------------------|---|
| 15. おススメのアップルパイにします。 | I will have the apple pie that was recommended. |
| 16. チーズケーキはもうオーダーしました？ | Have you already ordered the cheesecake? |
| 17. オレンジジュースはまだです。 | My orange juice hasn't arrived yet. |
| 18. このバニラアイスクリーム、どうしましょう。 | What shall I do with this vanilla ice cream? |
| 19. ストロベリーヨーグルトがおススメですよ。 | I suggest you get the strawberry yogurt. |

Clothing and accessories

- | | |
|--------------------------------|--|
| 20. グレーのコート | a grey coat |
| 21. みどりのドレス | a green dress |
| 22. みどりさんのベルト | Midori-san's belt |
| 23. センパイのジーンズ | a senior colleague's jeans |
| 24. むらさきのTシャツがいります。 | I need a purple T-shirt. |
| 25. Yシャツ(ワイシャツ)はワンさんがいります。 | It is Wang-san that needs a dress shirt. |
| 26. セーターがしろいモリスさん | Morris-san whose sweater is white |
| 27. あかのスカーフのモリスさん | Morris-san with a red scarf (for women) |
| 28. くろのブラウスのスミスさん | Smith-san with a black blouse |
| 29. ジャケットがくろいスミスさん | Smith-san whose jacket is black |
| 30. このポロシャツは¥1,980でした。 | This polo shirt was ¥1,980. |
| 31. あのきいろのワンピースは¥7,980ですか。 | Is that yellow one-piece (dress) ¥7,980? |
| 32. ハイヒールはあかいのにしましょう。 | As for high heels, let's wear the red ones. |
| 33. このタキシードにしたいんですが ……。 | It's that I want to decide on this tuxedo, but . . . |
| 34. ピンクのネックレスが1つありますけど ……。 | I have one pink necklace, but . . . |
| 35. グレーのハンドバッグにしてください。 | Please decide on the grey handbag. |
| 36. アクセサリーはどれもきれいだよ。 | The accessories are all pretty. |
| 37. ジャンさんのショルダーバッグがないんですけど ……。 | It's that Zhang-san's shoulder bag is missing . . . |

Sports (スポーツ)

- | | |
|---|---|
| 38. ヨガをしました。 | I did yoga. |
| 39. スキーにしました。 | I decided on skiing. |
| 40. スノボ (short for スノーボード) がいいですよ。 | Snowboarding is good. |
| 41. 「ピンポン」って知ってますか? | Do you know “ping pong”? |
| 42. アメフト (short for アメリカンフットボール) のルールを知らない。 | I don't know the rules for American football. |
| 43. プロレス (short for プロレスリング) のルールについてはきのう知りました。 | I found out about the rules for professional wrestling yesterday. |
| 44. ボーリングはあまりしませんね。 | I don't go bowling much. |
| 45. ハイキングをしましょう。 | Let's go hiking. |
| 46. ジョギングにしましょうか。 | Shall we decide on jogging? |
| 47. サイクリングをしています。 | I do cycling. |
| 48. バドミントンがしやすいネット | a net that is easy to play badminton with |
| 49. バレーボールがしにくいネット | a net that is difficult to play volleyball with |
| 50. バスケットボールはまだへたです。 | I'm still not good at basketball. |

Computer and office

- | | |
|---------------------------|--|
| 51. カメラがいいスマホ | a smartphone with a good camera |
| 52. ビデオをとりましょう。 | Let's film (lit. video) it. |
| 53. テレビがあたらしくなりました。 | The television became like new. |
| 54. あたらしいパソコンはまだいらainんです。 | So I still don't need a new personal computer. |
| 55. あのビデオカメラはもういらainんですか。 | So you no longer need that (video) camcorder? |
| 56. みんながいそがしいスケジュール | a schedule that everyone is busy with |
| 57. ここからダウンロードしてください。 | Please download it from here. |
| 58. ユーチューブでですか。 | (You mean) on YouTube? |
| 59. インターネットでしなかったんですか。 | Is it that you didn't do this on the Internet? |

Katakana words not borrowed from American English

- | | |
|----------------------|--|
| 60. ￥100のパン | ¥100 bread |
| 61. ￥390のホッチキス | ¥390 stapler |
| 62. アルバイトがまよってます。 | The part-time worker is lost. |
| 63. このマフラーのいろはどうですか。 | How about the color of this (knitted) scarf? |

U.S. presidents

- | | |
|------------------------------|--|
| 64. バラク・オバマについてなにか知ってますか。 | Do you know anything about Barack Obama? |
| 65. ジョージ・ブッシュのこと、知らない? | Don't you know George Bush? |
| 66. ドナルド・トランプも知らないの? | Even Donald Trump doesn't know? |
| 67. だれかロナルド・レーガンについて知ってますか。 | Does anyone know Ronald Reagan? |
| 68. ジョージ・ワシントンについてきのう知りました。 | I found out about George Washington yesterday. |
| 69. アブラハム・リンカーンのことはあまり知りません。 | I don't know much about Abraham Lincoln. |

Buildings

- | | |
|----------------------------|--|
| 70. あのビルのむこうです。 | It's over on the other side of that building. |
| 71. ホテルのうしろにいらっしゃいますよ。 | He is behind the hotel. |
| 72. ロビーのなかにおります。 | I'll be inside the lobby. |
| 73. トイレはどこですか。 | Where is the restroom? |
| 74. いつものスーパーでショッピングしてきます。 | I'll be shopping at the usual supermarket. |
| 75. アパートの2Fがあたらしくなりました。 | The second floor of the apartment became like new. |
| 76. エスカレーターでまいりました。 | I came by the escalator. |
| 77. ガソリンスタンドまではあとどのぐらいですか。 | How long until the gas station? |

Transportation

- | | |
|-----------------------|---------------------------------------|
| 78. バスでまいりましょう。 | Let's use the bus. |
| 79. タクシーでいらしてください。 | Please come by taxi. |
| 80. レンタカーっていくらぐらいですか。 | About how much is the rental car? |
| 81. モノレールでもいいですよ。 | It's also okay (to come) by monorail. |
| 82. ヘリコプター、のりましょうか。 | Shall we ride the helicopter? |

Musical instruments

- | | |
|-----------------------|-------------------------------------|
| 83. へたなギター | unskilled guitar (performance) |
| 84. ピアノのパフォーマンス | piano performance |
| 85. ¥300,000 のサックス | a 300,000-yen sax |
| 86. フルートはちょっと ……。 | (I don't play) flute . . . |
| 87. バイオリンのインストラクター | a violin instructor |
| 88. トランペットってむずかしいですか。 | Is (playing) the trumpet difficult? |
| 89. パイプオルガンはできますか。 | Do you play the pipe organ? |

BTL 6 ヲ

The distinction in pronunciation between オ and ヲ disappeared in the history of the Japanese language, and katakana ヲ is rarely used now. Sometimes it is used purposefully in place of オ to make it stand out in such words as ヲタク (also オタク) ‘someone with an obsessive interest in manga and anime.’ Certain proper nouns continue to use ヲ, including ふかくさ 深草 ちよう ヲカヤ町 Fukakusa Okayacho, an area of Kyoto. Japanese spoken by foreigners and robots is sometimes written entirely in *katakana* and ヲ can be found in those utterances: コンピューター ヲ カイマシタ ‘I bought a computer.’

Summary of hiragana and katakana

n	w	r	y	m	h	n	t	s	k	
ん	わ	ら	や	ま	は	な	た	さ	か	あ
ン	ワ	ラ	ヤ	マ	ハ	ナ	タ	サ	カ	ア
<i>n</i>	<i>wa</i>	<i>ra</i>	<i>ya</i>	<i>ma</i>	<i>ha</i>	<i>na</i>	<i>ta</i>	<i>sa</i>	<i>ka</i>	<i>a</i>

		り り <i>ri</i>		み ミ <i>mi</i>	ひ ヒ <i>hi</i>	に ニ <i>ni</i>	ち チ <i>chi</i>	し シ <i>shi</i>	き キ <i>ki</i>	い イ <i>i</i>
		る ル <i>ru</i>	ゆ ユ <i>yu</i>	む ム <i>mu</i>	ふ フ <i>fu</i>	ぬ ヌ <i>nu</i>	つ ツ <i>tsu</i>	す ス <i>su</i>	く ク <i>ku</i>	う ウ <i>u</i>
		れ レ <i>re</i>		め メ <i>me</i>	へ ヘ <i>he</i>	ね ネ <i>ne</i>	て テ <i>te</i>	せ セ <i>se</i>	け ケ <i>ke</i>	え エ <i>e</i>
	を ヲ <i>o</i>	ろ ロ <i>ro</i>	よ ヨ <i>yo</i>	も モ <i>mo</i>	ほ ホ <i>ho</i>	の ノ <i>no</i>	と ト <i>to</i>	そ ソ <i>so</i>	こ コ <i>ko</i>	お オ <i>o</i>

Now go to the Activity Book for 練習 Practice.

Then do 評価 Assessment activities, including 読んでみよう Contextualized Reading, 書き取り Dictation, and 書いてみよう Contextualized Writing.

Appendix A: Japanese-English glossary in *gojuuon* order

List of abbreviations

N = Noun

V = Verb

Adj = Adjective

Sp. Exp. = Special Expressions

あ、	あ、	Sp. Exp.	Oh	1	10
ああ	ああ	Sp. Exp.	ahh, oh	2	7
あいきどう	合気道	N	aikido (martial art)	6	1
あいだ	Amount of time～間	Sp. Exp.	number of hours, days, weeks, years	6	2
+ あいまい	曖昧(な)	N	ambiguity (BTS 12)	4	2
+ あう	会う(-U; 会った)	V	see, meet	3	4
+ あお	青	N	blue, green	6	3
+ あおい	青い	Adj	blue	3	5
+ アオイしゅっぱん	アオイ出版	N	Aoi Publishing	3	1
+ あか	赤	N	red	6	3
あかい	赤い	Adj	red	3	5
あかいの	赤いの	Sp. Exp.	the red one	3	5
あく	空く・あく (-U; 空いた)	V	become free, empty	6	5
+ あさ	朝	N	morning	3	4
+ あさごはん	朝ごはん	N	breakfast	2	3
あさって	あさって	N	day after tomorrow	3	4

+	あした	あした・明日	N	tomorrow	2	2
	あす	あす	N	tomorrow (slightly more formal than あした)	5	1
	あすのひやくより きょうのごじゅう	明日の百より今日の 五十	Kotowaza	A bird in the hand is worth two in the bush.	6	0
+	あそこ	あそこ	N	over there, there (away from both of us), that place (that we both know about)	2	7
+	あたらしい	新しい	Adj	new	4	1
+	あちら	あちら	N	there (away from both of us), that thing (away from both of us), in that direction (away from both of us), that alternative (of two away from both of us), that place (that we both know about), that person over there (polite)	2	4
+	あっち	あっち	N	there (away from both of us), in that direction (away from both of us), that alternative (of two away from both of us), that place (that we both know about)	2	7
	あと	あと	Sp. Exp.	lastly, remaining, and then	4	2
	あと	あと・後	N	time after	5	6
	あとで	あとで	Sp. Exp.	later	2	2
	あとで	Xのあとで	Sp. Exp.	later, N のあとで = ‘after N’	5	6
+	アドバイス	アドバイス	N	advice	5	6
+	アドレス	アドレス	N	(email) address	6	4
+	あなた	あなた	N	you	1	7
+	あの	あの+ N	Sp. Exp.	that N over there	3	5
	あのう	あのう	Sp. Exp.	umm (hesitation noise)	2	2
+	アパート	アパート	N	apartment	2	5
+	アプリ	アプリ	N	app, application	3	3
+	アポ	アポ	N	appointment	6	5
+	あまり・あんまり	あまり・あんまり+ negative	Sp. Exp.	not very much	4	2

	あめ	雨	N	rain	3	6
	アメリカ	アメリカ	N	America	6	1
+	アメリカじん	アメリカ人	N	American (person)	3	1
+	ありがとう。	ありがとう。	Sp. Exp.	Thank you. (non-past or past, informal)	1	2
	ありがとうございます ました。	ありがとうございます ました。	Day1 Phrase	Thank you. (past, formal)	0	0
	ありがとうございます ます。	ありがとうございます ます。	Sp. Exp.	Thank you. (non-past, formal)	1	2
	ある	ある(-U; あった; ない)	V	exist (inanimate)	2	8
	あるいて	歩いて	Sp. Exp.	on foot	5	4
	あるく	歩く(-U; 歩いた)	V	walk	5	4
+	あれ	あれ	N	that (thing over there)	2	1
+	いい	いい	Adj	good	2	1
+	いいえ	いいえ	Sp. Exp.	no	2	1
	いう	いう・言う (-U; 言った)	V	is called, say	3	1
+	いえ	いえ	Sp. Exp.	no	2	1
+	いえ	いえ・家	N	house, home	2	5
	いえいえ	いえいえ	Sp. Exp.	no, no	2	1
	いかが	いかが	Sp. Exp.	how (polite)	6	5
	いきますよ。	行きますよ。	Sp. Exp.	Here we go!	6	3
+	イギリス	イギリス	N	England, U.K.	6	1
+	いく	行く(-U; 行った)	V	go	2	2
	いくつ	(お)いくつ	Classifier	how many things/items	5	3
	いくら	いくら	N	how much	3	5
+	いしゃ	医者	N	(medical) doctor	6	2
	いそがしい	(お)忙しい	Adj	busy	2	4
	いそがばまわれ	急がば回れ	Kotowaza	More haste, less speed. (lit. 'If you are in a hurry, go the long way.')	3	0
+	いそぐ	急ぐ(-U; 急いだ)	V	hurry	5	1
+	いたす	いたす (-U; いたした)	V	do (humble)	6	5
	いただきます。	いただきます。	Sp. Exp.	I humbly receive. (eating ritual)	1	6

いただく	いただく↓(-U; いただく)	V	eat; receive (humble)	2	3
いただける	いただける (-RU; いただけた)	V	can/may have someone do X	5	3
いち	一・1	Numbers	1	3	2
いち、に、さん!	いち、に、さん!	Sp. Exp.	One, two three!		
いちおう	一応	N	for the time being, tentatively, more or less	5	3
いちごいちえ	一期一会	Kotowaza	‘Once in a lifetime’ or ‘carpe diem’ (seize the day).	1	0
+ いちばん	一番	Sp. Exp.	most, best	4	5
いちろう	一郎	N	[given name]	1	7
いちろうくん	一郎君	Sp. Exp.	Ichiro	1	7
いつ	いつ	N	when?	4	3
いつか	いつか	Sp. Exp.	sometime	6	5
いっしょ	一緒	N	together	3	4
いっていらっしゃい。	行って(い)らっしゃい。	Sp. Exp.	See you later. (lit. ‘Go and come back.’)	1	8
いってきます。	行ってきます。	Sp. Exp.	See you later. (lit. ‘I’ll go and come back.’)	1	8
いってください。	言ってください。	Inst. Exp	Please say it.	0	0
いってください。	PERSON に言ってください。	Inst. Exp	Please say it to PERSON.	2	0
いつも	いつも	N	always, usual(ly)	4	4
いつもお世話になっております↓。	いつもお世話になっております↓。	Sp. Exp.	I/we are always in your debt.	6	4
いつものN	いつものN	Sp. Exp.	the usual N (e.g., <i>basho</i> 場所 <i>place</i> , <i>jikan</i> 時間 <i>time</i> , <i>tokoro</i> ところ <i>place</i> ,	4	4
+ いとう	伊藤	N	[family name]	3	9R
+ いのうえ	井上	N	[family name]	3	9R
+ イベント	イベント	N	event	4	4
いま	今	N	now	2	2
いや	いや	Sp. Exp.	no (informal); uhh (hesitation noise)	2	4
+ いらっしゃる	いらっしゃる↑ (-ARU; いらっしゃった)	V	be (honorific form of います ‘be’)	6	4

	いらっしゃる↑	いらっしゃる↑／いら っしゃって↑ or いらし て↑(-ARU; いらっし やった or いらした)	V	go, come (honorific)	5	5
+	いりぐち	入り口／入口	N	entrance	6	3
+	いる	いる(-RU; いた)	V	be, exist (animate)	2	2
+	いる	いる(-U; いった)	V	need	4	6
+	いろ	色	N	color	6	3
	う～ん	う～ん	Sp. Exp.	well (hesitation)	2	7
+	ウーロンちゃ	ウーロン茶	N	oolong tea	2	3
+	うえ	上	N	top, over	6	2
	うかがう	伺う↓(-U; 伺った)	V	visit (humble)	5	5
	うしろ	後ろ	N	back, behind	6	3
+	うち	うち	N	house, home; Scene 5-5 our company	2	5
	うち	うちのX	Sp. Exp.	our company's X	5	5
+	うどん	うどん	N	udon (wheat noodles)	2	3
+	うみのひ	海の日	N	Marine Day (BTS 18)	4	4
	え?	え?	Sp. Exp.	what?	2	3
+	えいご	英語	N	English (language)	3	1
+	ええ	ええ	Sp. Exp.	yes (suggesting agreement or indicating understanding; less formal than <i>hai</i>)	1	1
	ええと	ええと	Sp. Exp.	uhh (hesitation noise)	2	2
+	えき	駅	N	train station	2	5
	えり	恵理	N	Eri [female given name] (Eri is Sasha's housemate)	1	13
	えん	～円	Classifier	yen (Japanese currency)	3	5
+	えんぴつ	鉛筆	N	pencil	3	3
	おいしい	おいしい	Adj	delicious	2	3
	おいしそう	おいしそう	N	look(s) delicious	2	3
+	おおがきしょう かい	大垣商会	N	Ogaki Trading Company, Ltd.	3	1
+	おおきい	大きい	Adj	big	2	7
	おかえりなさい。	おかえりなさい・お 帰りなさい。	Sp. Exp.	Welcome back	1	13
+	おく	億	Numbers	hundred millions (BTS 4)	4	1

+	おさきに	お先に	Sp. Exp.	I'll be x-ing (ahead of you)	1	12
	おさきにしつれい します。	お先に失礼します。	Sp. Exp.	I'll be leaving (ahead of you).	1	12
+	おしえる	教える (-RU; 教えた)	V	tell, teach	5	5
	おじかん	お時間	N	your time	5	6
+	おそい	遅い	Adj	late	3	4
+	おたく	お宅	N	home (polite)	2	5
+	おちゃ	お茶	N	tea	2	3
	オッケー	オッケー	Sp. Exp.	okay	3	4
+	おっしゃる	おっしゃる↑(-ARU; おっしゃった)	V	say (honorific)	6	2
	おつかれさま。	お疲れ様。	Sp. Exp.	Good work, hello. (informal)	1	11
	おつかれさまで した。	お疲れ様でした。	Sp. Exp.	Good work.	1	12
	おつかれさまです。	お疲れ様です。	Sp. Exp.	Good work, hello.	1	11
+	おとこのひと	男の人	N	man	6	3
+	おととい	おととい	N	the day before yesterday	4	3
+	おなじ	同じ	N	same	3	6
	おねがいします。	お願いします。	Sp. Exp.	please help me with this	1	3
	おねがいできます か?	お願いできますか?	Sp. Exp.	Can I ask a favor of you?	5	3
	おねがいできる	お願いできる (-RU)	V	can request	5	3
	おはなしする↓	お話しする↓	V	Talk (humble)	6	5
	おはよう。	おはよう。	Day1 Phrase	Good morning. (informal)	1	6
	おはようござ います。	おはようございます。	Day1 Phrase	Good morning. (formal)	0	0
	オフィス	オフィス	N	office	4	5
	おまたせしました。	お待たせしました。	Sp. Exp.	Sorry to make you wait.	6	6
	おもいやり	思いやり	N	consideration	3	4
	おもしろい	おもしろい	Adj	interesting	2	3
+	おもしろそう	おもしろそう	N	look(s) interesting	2	3
	おやすみなさい。	おやすみなさい。	Sp. Exp.	Good night.	1	14
	おる	おる↓(-U; おった)	V	be (humble form of いま す 'be') The ～て form is rarely used today.	6	4

+	おれ	俺	N	I (masculine, informal) (BTS 15)	1	7
	オレゴンしゅう	オレゴン州	N	Oregon	6	1
	おわります。	終わります。	Inst. Exp	That's all for today. (used at the end of a class).	0	0
+	おわる	終わる (-U; 終わった)	V	end	2	2
+	おんなのひと	女の人	N	woman	6	3
	おんよみ	音読み	N	Chinese-based readings of kanji	1	BTL 2
	か	～か?	S. Particle	[question particle]	2	1
+	が	～が	S. Particle	but, and	2	4
	が	～が	Particle	[subject particle]	4	3
+	かい	～会	N	organization, club, association, group	3	1
	かい	～階	Classifier	classifier for naming and counting floors	4	5
+	かいぎ	^{する} 会議	N	(hold a) meeting	3	2
	かいぎしつ	会議室	N	meeting room	4	4
+	がいこくじん	外国人	N	foreigner	3	1
	かいしゃ	会社	N	office, company	2	5
+	がいじん	外人	N	foreigner (can be derogatory)	3	1
	かいてください。	書いてください。	Inst. Exp	Please write it.	0	0
+	かいはつ	開発(する)	N	development	6	2
+	かいもの	買い物	N	shopping	5	4
	がいらいご	外来語	N	loan words (BTS 14)	3	3
	かいわ	会話	N	conversation	5	6
+	かう	買う(-U; 買った)	V	buy	4	1
+	かえる	帰る(-U; 帰った)	V	return (home)	3	2
	かかる	かかる (-U; かかった)	V	take (time/money)	4	6
+	かかん・にちかん・ にち	～日間	Classifier	classifier for counting days	6	2
+	かき	書き	N	writing	5	6

+	かきとり	書き取り	N	dictation	5	6
+	かく	書く(-U; 書いた)	V	write	2	2
	がくせい	学生	N	student	3	1
+	がくちょう	学長	N	school president	6	5
+	がくぶ	学部	N	academic division, college	6	1
+	かげつ	～ヶ月・～カ月	Classifier	classifier for counting months	4	6
	かさ	傘	N	umbrella	3	6
+	かた	方(かた)	N	person (honorific)	6	3
	カタカナ	片仮名・カタカナ	N	katakana syllabary	1	BTL 1
+	かちょう	課長	N	section chief	6	5
	がつ	～月(がつ)	Classifier	classifier for naming the months of the year	4	4
+	がっき	～学期	Classifier	school /term	4	6
+	がっこう	学校	N	school	2	5
+	かとう	加藤	N	[family name]	3	9R
	かな	かな	N	syllabary	1	BTL 1
	かなあ	～かなあ	S. Particle	[sentence particle indicating a shared question]	2	6
+	カナダ	カナダ	N	Canada	6	1
+	かばん	かばん	N	bag, briefcase	3	6
+	カフェ	カフェ	N	café	4	4
	かまう	構う(-U; 構った)	V	mind, care, be concerned about (most commonly occurs in the negative)	5	1
+	かみ	紙	N	paper	3	6
+	かよう(び)	火曜(日)	N	Tuesday	4	6
	から	～から	Particle	from (starting point)	4	4
	から	REASON ～から	S. Particle	because of REASON X	5	5
+	かりる	借りる(-RU; 借りた)	V	borrow	5	3
	ほとんど	ほとんど	N	almost; barely (plus negative)	4	6
+	カレーライス	カレーライス	N	curry rice	2	3
	かわいい	かわいい	Adj	cute	3	5

+	かんがえる	考える (-RU; 考えた)	V	think about, consider	4	3
+	かんこく	韓国	N	Korea	6	1
+	かんこくご	韓国語	N	Korean (language)	3	1
+	かんこくじん	韓国人	N	Korean (person)	3	1
	かんじ	漢字	N	kanji	1	BTL 1
+	がんじつ	元日	N	New Year's Day (BTS 18)	4	4
+	かんだ	神田	Name	Mr/s. Kanda	1	1
	かんださん ですか?	神田さんですか?	Sp. Exp.	Are you Mr./Ms. Kanda?	1	10
+	かんとんしょう	広東省	N	Guangdong Province	6	1
+	がんねん	元年	N	first year (of a new era) (BTS 18)	4	4
	がんばりましょう。	頑張りました。	Inst. Exp	Do your best.	2	0
	がんばる	頑張る (-U; 頑張った)	V	will do my best	2	1
	きいてください。	聞いてください。	Inst. Exp	Please listen.	0	0
	きいてください。	PERSON に聞いてく ださい。	Inst. Exp	Please ask PERSON.	2	0
+	きいろ	黄色	N	yellow	6	3
+	きかく	企画(する)	N	plan, project, design	6	2
+	ききとり	聞き取り	N	listening	5	6
	きく	聞く (-U; 聞いた)	V	hear; listen	4	4
+	きく、Xに	Xに聞く	Sp. Exp.	ask X	6	6
	きくはいつときの はじ、きかぬはい っしょうのはじ	聞くは一時の恥、聞 かぬは一生の恥	Kotowaza	To ask may lead to shame for a moment, but not to ask leads to shame for a lifetime.	5	0
+	きのう	きのう	N	yesterday	4	3
+	きむら	木村	N	[family name]	3	9R
	きめる	決める (-RU; 決めた)	V	decide (something)	5	1
	きゅう・く	九・9	Numbers	9	3	2
+	きょう	きょう・今日	N	today	2	2
+	きょうかしよ	教科書	N	textbook	2	2
	きょうし	教師	N	instructor, teacher	6	2
+	きょうしつ	教室	N	classroom	4	4

	きょうまでだった でしょう？	今日までだったでし ょう？	Sp. Exp.	It was until today, wasn't it?	5	2
+	きょねん	去年	N	last year	4	3
+	きれい	きれい(な)	N	pretty, clean	2	3
	ぎんこう	銀行	N	bank	5	4
+	きんよう(び)	金曜(日)	N	Friday	4	6
+	きんろうかんしゃ のひ	勤労感謝の日	N	Labor/Thanksgiving Day (BTS 18)	4	4
+	くすり	(お)薬	N	medicine	2	3
	くださってありがと う(ございます)。	Xくださって↑ありが とう(ございます)。	Sp. Exp.	Thank you for doing X	5	5
	クッキー	クッキー	N	cookie	2	3
	くてん	句点	N	phrase point, comma	2	BTL 2
	くとうてん	句読点	N	Punctuation	2	BTL 2
	ぐらい・くらい	X ぐらい・くらい	Sp. Exp.	about X	4	1
+	クラスメート	クラスメート	N	classmate	3	6
	クラブ	クラブ	N	club	3	1
+	くる	来る (IRR; 来た)	V	come	2	1
	くるま	車	N	car	5	4
	グルメ	グルメ	N	gourmet, connoisseur	6	6
+	グレー	グレー	N	gray	6	3
+	くろ	黒	N	black	6	3
+	くろい	黒い	Adj	black	3	5
	くん	NAME ~君	Sp. Exp.	[informal title]	6	1
	くんよみ	訓読み	N	Japanese-based readings of kanji	1	BTL 2
	けさ	今朝	N	this morning	4	4
+	けいご	敬語	N	politeness, polite language (BTS 10)	5	5
+	けいざい (がく)	経済(学)	N	economics	4	2
+	けいたい	携帯/ケータイ	N	cell phone, mobile phone	2	2
	けいたいをみない てください。	携帯を見ないでくだ さい。	Inst. Exp	Please don't look at your phone.	0	0
+	けいろうのひ	敬老の日	N	Respect for the Aged Day (BTS 18)	4	4

+	ケーキ	ケーキ	N	cake	2	3
+	けしゴム	消しゴム	N	(pencil) eraser	3	6
	けっこう	けっこう	Sp. Exp.	a fair amount	4	2
+	げつよう(び)	月曜(日)	N	Monday	4	6
	けど	〜けど	S. Particle	but	2	4
+	ケニア	ケニア	N	Kenya	6	1
+	けれど(も)	〜け(れ)ど(も)	S. Particle	but	2	4
	げんこうようし	原稿用紙	N	Japanese writing paper	1	BTL 5
+	げんごがく	言語学	N	linguistics	4	2
+	けんこきねんび	建国記念日	N	Foundation Day (BTS 18)	4	4
+	けんじょうご	謙讓語	N	humble language (BTS 10)	5	5
	げんち	現地	N	the place, destination	3	4
+	けんぼうきねんび	憲法記念日	N	Constitution Day (BTS 18)	4	4
	こ	〜個	Classifier	classifier for counting small objects	3	5
	ご	五・5	Numbers	5	3	2
	ここ	ここ	N	here	2	7
+	ごい	語彙	N	vocabulary	5	6
+	こうえん	公園	N	park	4	4
+	こうがく	工学	N	engineering	4	2
	こうかん	交換	N	exchange	6	4
+	こうこう	高校	N	high school	3	1
+	ごうしつ	〜号室	Classifier	classifier for naming room number	4	5
+	こうじょう	工場	N	factory, workshop	5	4
+	こうちゃ	紅茶	N	black tea	2	3
+	こうはい	後輩	N	junior (BTS 30)	2	8
+	コーヒー	コーヒー	N	coffee	2	3
+	ごご	午後	N	afternoon, p.m.	3	4
	ございます	ございます (-ARU)	V	exists (polite form of あります) The 〜て form and the informal forms are rarely used today.	5	5
	ごじゅうおんひょう	五十音表	N	Chart of Fifty Sounds	2	BTL 1
	ごぜん	午前	N	morning, a.m.	3	4
	ごぞんじだ↑	ご存知だ↑	Sp. Exp.	know (honorific)	6	6

	こたえてください。 答えてください。	Inst. Exp	Please answer.	0	0
	こたえてください。 PERSON に答えてください。	Inst. Exp	Please answer PERSON.	2	0
	ごちそうさま。 ごちそうさま。	Sp. Exp.	Thank you. (lit. 'It was a feast.')	1	6
+	ごちそうさまでした。 ごちそうさまでした。	Sp. Exp.	Thank you. (lit. 'It was a feast,' formal)	1	6
	こちら	N	here, this, in this general area, in this direction, this alternative (of two), the speaker's side of a telephone conversation, this person (polite)	2	4
	こちらこそ	Sp. Exp.	(the pleasure/fault/etc.) is mine	1	10
	こっち	N	here, in this general area, in this direction, this alternative (of two)	2	7
	こと	N	matter	4	4
+	ことし	N	this year	4	4
+	こどものひ	N	Children's Day (BTS 18)	4	4
	ことわざ	N	words of wisdom	1	0
	この	Sp. Exp.	this N	3	5
+	こばやし	N	[family name]	3	9R
+	ごはん	N	cooked rice or a meal	2	3
+	こまる	V	be troubled; be bothered; be embarrassed	6	6
+	ゴルフ	N	golf	3	4
+	これ	N	this (thing)	2	1
+	これから	N	from now	2	2
	ごろ	Sp. Exp.	about [time]	3	2
+	こんがっき	N	this term	4	6
+	こんげつ	N	this month	4	4
+	コンサート	N	concert	4	4
+	こんしゅう	N	this week	4	4
+	こんど	N	this time, next time	3	4
	こんにちは。	Day1 Phrase	Hello.	0	0

+ こんばん	今晚	N	this evening	4	4
こんばんは。	こんばんは。	Day1 Phrase	Good evening.	0	0
+ コンビニ	コンビニ	N	convenience store	2	5
サークル	サークル	N	club	3	1
+ サーシャ	サーシャ	Name	Sasha [given name]	1	1
+ さいとう	斎藤	N	[family name]	3	9R
+ サイフ	サイフ(財布)	N	wallet	3	5
+ さかもと	坂本	Name	Sakamoto [family name]	1	1
さかもとせんせい	坂本先生	Name	Prof./Dr. Sakamoto	1	1
+ さき	(お)先	N	ahead, previous	4	3
+ ささき	佐々木	N	[family name]	3	9R
さすが	さすが (Noun)	Sp. Exp.	true to (your reputation), what I expected, etc.	6	6
+ さつ	～冊	Classifier	classifier for counting bound volumes	3	5
+ サッカー	サッカー	N	soccer	3	4
+ さっき	さっき	N	a while ago	4	4
+ さとう	佐藤	N	[family name]	3	9R
+ さよ(う)なら	さよ(う)なら	Sp. Exp.	goodbye (BTS 11)	1	5
さん	NAME ～さん	Title	Mr/s. NAME	1	1
さん	三・3	Numbers	3	3	2
じ	～時	Classifier	classifier for naming hours on the clock	3	2
し・よん	四・4	Numbers	4	3	2
ジェーエルシー	JLC	N	JLC	3	1
+ じかん	時間	N	time	3	4
じかん	～時間	Classifier	classifier for counting hours	4	6
じこしょうかい	自己紹介(する)	N	self-introduction	6	1
+ しごと	(お)仕事(する)	N	work, job	2	2
+ しごとする	仕事する	V	work	3	2
+ した	下	N	bottom, under	6	2
しち・なな	七・7	Numbers	7	3	2
知っている	知っている	V	know	6	6
しつもん	質問(する)	N	(ask a) question	5	2

	じつれいします。失礼します。	Sp. Exp.	Excuse me.	1	5
+	じてんしゃ 自転車	N	bicycle	4	5
	じはん X時半	Sp. Exp.	half past (hour X) (2:30)	3	2
	しました しました	V	did	4	3
+	しみず 清水	N	[family name]	3	9R
	じゃ じゃ(あ)	Sp. Exp.	So. (informal)	1	9
	じゃあ じゃあ	Sp. Exp.	well then,	2	8
+	シャーペン シャーペン	N	mechanical pencil	3	3
+	しゃかいがく 社会学	N	sociology	4	2
	しゃしん 写真	N	photo	6	3
+	しゃちょう 社長	N	company president	6	5
	じゃね。 じゃ(あ)ね。	Sp. Exp.	See you later. (informal)	1	9
	じゃまた。 じゃまた。	Sp. Exp.	See you again. (informal)	1	9
	じゃまたね。 じゃまたね。	Sp. Exp.	See you again. (informal)	1	9
	じゅう 十 (10～90)	Numbers	tens (10 through 90)	3	5
	じゅう 十・1 0	Numbers	10	3	2
	じゅういち 十一・1 1	Numbers	11	3	2
+	しゅうかん ～週間	Classifier	classifier for counting weeks	4	6
+	しゅうかん 州	N	state, as in the US	6	1
	しゅうきょう(がく) 宗教(学)	N	religion (religious studies)	4	2
+	ジュース ジュース	N	juice	2	3
	じゅうに 十二・1 2	Numbers	12	3	2
+	しゅうぶんのひ 秋分の日	N	Autumnal Equinox (BTS 18)	4	4
+	しゅうまつ 週末	N	weekend	3	4
+	じゅぎょう 授業(する)	N	class	3	2
+	しゅくだい 宿題	N	homework	2	2
+	しゅくだいする 宿題する	V	do homework	3	2
+	しゅんぶんのひ 春分の日	N	Vernal Equinox (BTS 18)	4	4
+	しょう 省	N	provinces in China	6	1
+	しょうがつ (お)正月	N	New Year's Day/Month (BTS 18)	4	4
+	じょうず 上手	N	skillful, good at	6	1

+	しょうわ	昭和	N	Showa era (1926–1989)	4	4
+	しょうわのひ	昭和の日	N	Showa Day (BTS 18)	4	4
	しょだん	初段	N	first or lowest rank black belt in martial arts, calligraphy, <i>shōgi</i> , <i>igo</i> , etc.	6	2
+	しょちょう	所長	N	head of a laboratory, research center	6	5
+	しらい	白井	Name	Shirai [family name]	1	1
	しらいです。	NAMEです。	Sp. Exp.	My name is NAME.	1	4
+	しる	知る (-U; 知った)	V	find out, know	6	6
	しろ	白	N	white	6	3
+	しろい	白い	Adj	white	3	5
	すき	(お)好き	N	liking, fondness, love	2	3
+	すいよう(び)	水曜(日)	N	Wednesday	4	6
	すうがく	数学	N	mathematics	4	2
+	スーパー	スーパー	N	supermarket	5	4
+	すぎ	過ぎ	N	after, past [time]	3	2
	すぐ	すぐ	N	soon, immediately, right away	5	1
	ずつ	一人ずつ	Sp. Exp.	one (person) at a time	6	2
	すごい	すごい	Adj	amazing	2	1
	すこし	少し	N	a little, a few	5	1
+	すし	(お)すし・寿司	N	sushi	2	3
+	すずき	鈴木	N	[family name]	3	9R
	すすめ	(お)勧め	N	recommendation, suggestion	6	6
	すすめる、Xに	Xに勧める・薦める (-RU; 勧めた・薦めた)	V	recommend to X, advise X, encourage X	6	6
+	スペインご	スペイン語	N	Spanish (language)	3	1
+	スペインじん	スペイン人	N	Spanish (person)	3	1
+	スポーツのひ	スポーツの日	N	Sports Day (BTS 18)	4	4
	スマホ	スマホ	N	smartphone	3	3
	すみません。	すみません・すいません。	Sp. Exp.	Excuse me. I'm sorry. Thank you.	1	3

+	すみませんでした。	すみませんでした・すいませんでした。	Sp. Exp.	Sorry. Thank you (for what has happened).	2	2
+	する	する (IRR; した)	V	do, play (a game or sport)	2	1
	する、Xに	Xにする	Sp. Exp.	decide on X	6	6
	すること	すること	N	something to do	2	8
+	すわる	座る (-U; 座った)	V	sit	6	3
	せ	背	N	back, spine, rear side	6	3
+	セールス	セールス	N	sales	6	2
+	せいじんのひ	成人の日	N	Coming of Age Day (BTS 18)	4	4
	せいぶつ	生物	N	biology	6	2
	せがたかいひと	背が高い人	Sp. Exp.	tall person/people	6	3
+	ぜひ	是非	Sp. Exp.	by all means	5	5
	ゼロ・まる・れい	ゼロ・まる・零	Numbers	zero	3	5
	せわ	(お)世話	N	help, aid, assistance	6	4
	せん・ぜん	千 (1000~9000)	Numbers	thousands (1000 ~ 9000)	4	1
+	せんがっき	先学期	N	last semester	4	3
+	せんげつ	先月	N	last month	4	3
	せんこう	(ご)専攻(する)	N	major, field of study	4	2
+	せんじつ	先日	N	the other day	4	3
	せんしゅう	先週	N	last week	4	3
	せんせい	NAME ~先生	Title	Prof./Dr. NAME	1	1
	ぜんぜん	全然	N	not at all, entirely	4	2
+	セント	~セント	Classifier	cent	3	5
+	せんぱい	先輩	N	senior (BTS 30)	2	8
	ぜんぶ	全部	N	all, everything	5	3
+	ぜんぶで	全部でX	Sp. Exp.	X for everything; X all together	3	5
+	せんもん	(ご)専門	N	specialization, major	4	2
	せんりのみちもい っぱから	千里の道も一歩から	Kotowaza	A journey of a thousand miles begins with a single step.	2	0
	そう	そう	N	that way, so	2	5
	そう、そう。	そう、そう。	Sp. Exp.	Right, right; Yes, yes.	3	3
	そうか。	そうか。	Sp. Exp.	Is that so? (expression of awareness)	4	4

	そうしていただけますか？	そうしていただけますか？	Sp. Exp.	Can I have you do that?	5	6
	そうしましょう。	そうしましょう。	Sp. Exp.	Let's do it that way.	4	5
+	そうだん	(ご)相談(する)	N	consultation	6	5
	そうだんする	Xに・と相談する	Sp. Exp.	consult with X	6	6
	そうですね(え)	そうですね(え)	Sp. Exp.	(hesitation)	2	7
	そうですねえ	そうですねえ	Sp. Exp.	(to express consideration) let's see	5	3
+	そこ	そこ	N	there (near you), that place just mentioned	2	7
+	そちら	そちら	N	there (near you), that (near you), in that general area, in that direction (in your direction), that alternative (of two near you), the other side of a telephone conversation, that person (polite)	2	4
+	そっち	そっち	N	there (near you), in that general area, in that direction (in your direction), that alternative (of two near you)	2	7
+	そと	外	N	outside	6	2
+	その	その+N	Sp. Exp.	that N	3	5
+	そば	そば	N	soba (buckwheat noodles)	2	3
	それ	それ	N	that (thing near you)	2	1
	それほど	それほど	Sp. Exp.	that much; to that extent	4	1
+	そんけいご	尊敬語	N	honorific language (BTS 10)	5	5
+	ぞんじる	存じる↓(-U 存じた)	V	know, find out (humble)	6	6
	たい	Verb～たい	Adj	want to VERB	6	5
+	だいがく	大学	N	university, college	3	1
+	だいがく、X	X大学	N	X University, X College	3	1
+	だいがくいん	大学院	N	graduate school	3	1
+	たいしょう	大正	N	Taisho era (1912–1926)	4	4
	だいじょうぶ	大丈夫	N	fine, safe, all right	2	1

+	だいすき	大好き	N	very likeable, like very much	2	3
	たいへん	大変(な)	N	tough (to do), awful, terrible	4	3
	たかい	高い	Adj	expensive	2	7
	たかい(せが)	(背が)高い	Adj	tall (in stature)	6	3
+	たかはし	高橋	N	[family name]	3	9R
	だくおん	濁音	N	voiced consonant	5	BTL9
+	たくさん	たくさん	N	a lot, many	3	5
	だくてん	濁点	N	[diacritical marks]	2	BTL 4
	だけ	～だけ	Particle	just, only	4	2
	だす	出す (-U; 出した)	V	submit, take out (of a container), send out (mail)	5	2
	たすかる	助かる (-U; 助かった)	V	be helped, be saved, be rescued	5	4
	ただいま。	ただいま。	Sp. Exp.	I'm home; I'm back.	1	13
	たつ	立つ (-U; 立った)	V	stand	6	3
	たてがき	縦書き	N	vertical writing	1	BTL 3
+	たなか	田中	N	[family name]	3	9R
	たのむ	頼む (-U: 頼んだ)	V	order (at a restaurant, online, etc.), request	6	6
+	たべもの	食べ物	N	food	2	3
	たべる	食べる (-RU; 食べた)	V	eat	2	3
+	だめ	だめ(な)	N	bad, useless, problematic	3	4
	だれ	だれ・誰	N	who	2	6
	チーズ	チーズ	N	cheese	6	3
	チーズ!	チーズ!	Sp. Exp.	Cheese!	6	3
+	ちいさい	小さい	Adj	small	2	7
+	ちか	地下	N	basement, underground	4	5
+	ちかい	近い	Adj	close	2	7
	ちがう	違う (-U; 違った)	V	different from X	3	6
	ちがう・おなじ	(Xと)違う・同じ	Sp. Exp.	different from/same as X	3	6
+	ちかく	近く	N	nearby, vicinity, neighborhood	6	2
	ちかてつ	地下鉄	N	subway	5	4
	ちがわない	Xと違うない	Sp. Exp.	not different from X	6	6

+ チケット	チケット	N	ticket	3	5
+ ちゃいろ	茶色	N	brown	6	3
+ ちゅうごく	中国	N	China	6	1
+ ちゅうごくご	中国語	N	Chinese (language)	3	1
+ ちゅうごくじん	中国人	N	Chinese (person)	3	1
+ ちょう	兆	Numbers	trillions (BTS 4)	4	1
+ ちょう・ジャン	張	N	Zhang (Japanese pronunciation: Cho) [Chinese family name]	3	1
ちよっと	ちよっと	Sp. Exp.	a little	2	2
つ	〜つ	Classifier	classifier for counting items	5	3
ついたち〜さんじ ゅういちにち	ついたち〜三十一日	Numbers	the first ~ the 31st	4	4
ついて	N について	Sp. Exp.	with regard to N	6	5
にごりてん	濁り点	N	[diacritical marks]	2	BTL 4
つかう	使う (-U; 使った)	V	use	4	2
+ つぎ	次	N	next, following	3	4
+ つくる	作る (-U; 作った)	V	make	4	1
って	〜って	Particle	[topic particle]	3	1
+ つまらない	つまらない	Adj	boring	2	7
+ つよい	強い	Adj	strong	5	6
つれていく	連れて行く	V	take (a person) along	5	4
+ つれてくる	連れて来る	V	bring (a person) along	5	4
で	〜で	Particle	by means of X	5	4
で	PLACE で	Particle	[location of activity]	3	4
+ ティーシャツ	ティーシャツ	N	T-shirt	3	5
+ ていしょく	定食	N	set meal	6	6
+ ていねいご	丁寧語	N	formal language (BTS 10)	5	5
+ できる	できる (-RU; できた)	V	can do, become complete	2	1
+ でぐち	出口	N	exit	6	3
+ デザイン	デザイン(する)	N	design	6	2
+ テスト	テスト	N	test	2	2
+ てつだう	手伝う (-U; 手伝った)	V	helped	4	3
テニス	テニス	N	tennis	3	4

では	では	Sp. Exp.	Well then,	1	5
では	では	Sp. Exp.	[written equivalent of じゃ]	4	7R
でも	でも	Sp. Exp.	but, however, and yet	5	1
でも じゃなくて も	X でも X じゃなくて も	Sp. Exp.	whether it's X or not X	5	1
でも でも	X でもY でも	Sp. Exp.	whether it's X or Y	5	1
でる	出る (-RU; 出た)	V	go out, leave, attend (an event), appear, answer (the phone)	5	4
てん	点(、)	N	point, dot	2	BTL 2
でんしゃ	電車	N	train	5	4
てんてん	点々	N	[diacritical marks]	2	BTL 4
+ てんのうたんじょ うび	天皇誕生日	N	Emperor's Birthday (BTS 18)	4	4
+ てんのうへいか	天皇陛下	N	emperor (honorific) (BTS 18)	4	4
でんわ	電話 (する)	N	telephone	2	2
+ でんわばんごう	(お)電話番号	N	telephone number (your telephone number)	6	4
と	〜と(XとY)	Particle	X and Y	3	2
と	〜と(言います／申し ます↓／おっしゃい ます↑)	Particle	[quotation particle]	6	2
+ ドイツ	ドイツ	N	Germany	6	1
+ トイレ	トイレ	N	toilet	2	5
どう	どう	N	how	2	7
どうぞ。	どうぞ。	Sp. Exp.	Go ahead.	1	2
どうぞよろしく。	どうぞよろしく。	Sp. Exp.	Nice to meet you.	1	4
+ どうぞよろしくお ねがいします。	どうぞよろしくお願 いします。	Sp. Exp.	Nice to meet you.	1	4
とうてん	読点	N	point, dot	2	BTL 2
どうも。	どうも。	Sp. Exp.	Hello.	1	7
+ どうりょう	同僚	N	co-worker, colleague	3	6
+ とおい	遠い	Adj	far	2	7
とか	〜とか	Particle	(things) like, such as	4	2

	とかも	～とかも	Particle	also (things) like, such as	4	2
	ときはかねなり	時は金なり	Kotowaza	Time is money.	4	0
	どこ	どこ	N	where	2	7
	ところ	ところ	N	place	4	4
+	としょかん	図書館	N	library	3	4
+	どちら	どちら	N	where, which, which direction, which (of two), which person/who (polite)	2	4
+	どっち	どっち	N	where, which direction, which (of two)	2	7
+	とても	とても	Sp. Exp.	very	2	7
	どなた	どなた	N	who (polite)	2	6
+	となり	隣	N	next door, beside	6	2
+	どの	どの+N	Sp. Exp.	which N	3	5
+	ともだち	ともだち	N	friend	3	6
+	どうよう(び)	土曜(日)	N	Saturday	4	6
	とる	取る(-U; 取った)	V	take (a class)	4	2
+	とる	撮る(-U; 撮った)	V	take (a photo)	6	3
+	ドル	～ドル	Classifier	dollar(s) (U.S. currency)	3	5
+	どれ	どれ	N	which (thing)	2	1
	なあ	～なあ	S. Particle	[sentence particle indicating shared agreement]	2	6
+	なか	中	N	inside	6	2
+	ながい	長い	Adj	long	5	5
	なかてん	中点(・)	N	raised period	2	BTL 2
+	なかむら	中村	N	[family name]	3	9R
+	なにいろ	何色	N	what color	6	3
	なにか	何か	Sp. Exp.	Something	6	5
	なにか・なんか	なにか・何か	Sp. Exp.	something	2	8
+	なにご	何語	N	which language?	3	1
+	なにじん	何人・なにに人	N	what nationality	3	1
	なにも	何も	Sp. Exp.	nothing	6	6
+	なまえ	(お)名前	N	name (your name)	6	4
	なる	なる(-U; なった)	V	become	5	6

	なるべく	なるべく	Sp. Exp.	As . . . as possible	5	1
	なるほど	なるほど	Sp. Exp.	Oh, now I see.	3	1
	なん、なに	何 (なん)	N	what	2	3
	なんじ	何時	N	what time	3	2
	なんでしょう。	何でしょう。	Sp. Exp.	What? What could it be?	5	3
+	なんよう(び)	何曜(日)	N	what day (of the week)?	4	6
	に	～に	Particle	to, towards X	5	4
	に	～に	Particle	[inanimate location particle]	3	6
	に	TIME に	Particle	[point of time]	3	4
	に	二・2	Numbers	2	3	2
	にくい	使いにくい	Adj	hard to use	4	5
	にち・か	～日	Classifier	classifier for naming the days of the month; Scene 4–6 naming and counting	4	4
+	にちよう(び)	日曜(日)	N	Sunday	4	6
+	につけいじん	日系人	N	person of Japanese heritage	3	1
+	にほん	日本 (にほん・につぽん)	N	Japan	6	1
	にほんがく	日本学	N	Japanese studies	4	2
	にほんご	日本語	N	Japanese (language)	3	1
	にほんごクラブ	日本語クラブ	N	Japanese Language Club	3	1
	にほんごではな ましよう。	日本語で話しま しょう。	Inst. Exp	Let's speak in Japanese.	2	0
+	にほんじん・につ ぽんじん	日本人	N	Japanese (person)	3	1
+	ニュース	ニュース	N	news	3	3
	にん・り	～人	Classifier	[classifier for people]	6	2
	ね	～ね	S. Particle	[sentence particle indicating agreement]	2	1
	ね?	～ね?	Particle	[particle checking on whether the other person is following]	2	1
	ねえ	～ねえ	S. Particle	[sentence particle assuming shared attitude/opinion]	2	3
	ねん	～年	Classifier	classifier for naming the years; Scene 4-6 naming and counting the years	4	4

+	ねんかん	～年間	Classifier	classifier for counting years	6	2
+	ねんせい	～年生	Classifier	grade, class in school	6	1
	の	の	N	one(s)	3	5
+	ノート	ノート	N	notebook	3	5
	こと	Xのこと	Sp. Exp.	it's a matter of X; it means X	3	1
+	のみもの	飲み物	N	drink	2	3
+	のむ	飲む・呑む (-U; 飲・呑んだ)	V	drink, swallow (i.e. medicine)	2	3
+	のる	乗る(-U; 乗った)	V	ride, get onboard	5	4
	は	～は	Particle	[phrase particle indicating contrast]	2	6
	は	Xは	Particle	as for X	3	2
	はい、	はい、	Inst. Exp	Okay,	0	0
	はい。	はい。	Sp. Exp.	Present. (in roll call); Scene 1-2 Here you are. (handing something over); Scene 1-3 Got it. (accepting something)	1	1
	バイ。	バイ。	Sp. Exp.	Bye. (informal)	1	9
	はい、どうぞ。	はい、どうぞ。	Sp. Exp.	Here you go (take it, do it).	1	2
	バイバイ。	バイバイ。	Sp. Exp.	Bye-bye. (informal)	1	9
	はじめまして。	はじめまして。	Sp. Exp.	How do you do.	6	4
	はじめましょう。	始めましょう。	Inst. Exp	Let's begin.	0	0
+	はじめる	始める (-RU; 始めた)	V	begin (something)	2	2
	ばしょ	場所	N	place	4	4
+	バス	バス	N	bus	5	4
+	パソコン	パソコン	N	personal computer, laptop	3	6
	はち	八・8	Numbers	8	3	2
	はつか	20日	N	the twentieth day of the month	4	4
+	はっぴょう	発表	N	presentation	5	5
	はなし	(お)話	N	talk	6	5
+	はなす	話す(-U; 話した)	V	talk	3	4
	はやい	早い	Adj	early	3	4
+	はやし	林	N	[family name]	3	9R

	ばん	～番	Classifier	classifier for naming the numbers (in a series)	4	4
+	ばん	晩	N	evening	3	4
	ばんきょうしつ	～番教室	Classifier	classifier for naming a classroom numbers	4	5
	ばんごう	番号	N	number	6	4
+	ばんごはん	晩ごはん	N	dinner	2	3
+	ビール	ビール	N	beer	2	3
+	ひくい(せが)	(背が)低い	Adj	short (in stature)	6	3
+	ひだり	左	N	left	6	2
	ひと	人(ひと)	N	person	6	3
	ひとこと	ひとこと	N	something (to say)	6	1
	ずっと	ずっと	Sp. Exp.	continuously, by far, the whole time	6	5
	ひとりずついって ください。	一人ずつ言ってく ださい。	Inst. Exp	Please say it one at a time.	0	0
	ひゃく・びゃく・ ぴゃく	百 (100～900)	Numbers	hundreds (100 through 900)	3	5
+	びょういん	病院	N	hospital	5	4
+	びょうき	病気	N	sick	3	2
	ひらがな	平仮名・ひらがな	N	hiragana syllabary	1	BTL 1
+	ひるごはん	(お)昼ごはん	N	lunch	2	3
+	ピンク	ピンク	N	pink	6	3
	ふうん	ふうん	Sp. Exp.	hmm	4	2
	フォント	フォント	N	font	4	5
	ふくざわだいがく	福沢大学	N	Fukuzawa University	3	1
	ふくしゅう	復習 (する)	N	review	5	6
+	ぶちょう	部長	N	division chief	3	6
+	ぶつり(がく)	物理(学)	N	physics	4	2
	ブライアン・ワン	ブライアン・ワン	Name	Brian Wang	1	1
	ブライアン?	ブライアン?	Sp. Exp.	(Is it/Are you) Brian?	1	7
+	ブラジル	ブラジル	N	Brazil	6	1
+	フランスご	フランス語	N	French (language)	3	1
+	フランスじん	フランス人	N	French (person)	3	1
	ふりがな	振り仮名	N	phonetic guide to reading	1	BTL 4

+	ふるい	古い	Adj	old	4	1
	プレゼン	プレゼン	N	presentation	5	5
	ふん・ぷん	～分(ふん・ぷん), 1分～60分, 何分	Classifier	classifier for naming and counting minute(s)	3	4
+	ぶんがく	文学	N	literature	4	2
+	ぶんがくぶ	文学部	N	faculty of arts and humanities	6	1
+	ぶんかのひ	文化の日	N	Culture Day (BTS 18)	4	4
+	ふんかん・ ぶんかん	～分間	Classifier	classifier for counting minutes	6	2
+	ぶんぼう	文法	N	grammar	5	6
+	へ	～へ	Particle	to, towards X	5	4
	ページ	～ページ	Classifier	pages	5	2
+	へいき	平気	N	calm, unconcerned, all right	2	1
+	へいせい	平成	N	Heisei era (1989–2019)	4	4
	へえ	へえ	Sp. Exp.	oh, yes? really?	3	5
	へた	下手	N	unskillful, bad at	6	1
+	べつ	別	N	different, separate, distinct	6	6
	べつに	別に	Sp. Exp.	(not) particularly	2	8
	へや	部屋	N	room	4	5
+	ペン	ペン	N	pen	3	3
+	べんきょう	勉強(する)	N	study	2	2
+	べんきょうする	勉強する	V	study	3	2
+	べんとう	(お)弁当	N	meal in a box	2	3
	ほか	他・外	N	other, else, besides	6	6
	ほう	方	N	way, alternative (of two)	6	3
+	ほうこく	(ご)報告(する)	N	report	6	5
+	ほうこくする	Xに報告する	Sp. Exp.	make a report to X	6	6
	ほうせん	棒線	N	long vowel symbol	5	BTL2
	ホームステイ	ホームステイ	N	homestay	6	1
	ぼく	他	N	I (masculine)	1	7
	ぼく、いちろう。	僕、一郎。	Sp. Exp.	I'm Ichiro. (casual)	1	7
+	ポスター	ポスター	N	poster	4	1
+	ホテル	ホテル	N	hotel	4	4

	ほど	ほど	Particle	as much as [comparison particle]	6	6
	カレーほど～ない	カレーほどすご くない	Sp. Exp.	not as awesome as curry	6	6
+	ほん	本	N	book	3	5
+	ほん・ほん・ほん	～本	Classifier	classifier for counting long objects	3	5
	ほんとう	本当	N	true	4	3
+	ほんや	本屋	N	bookstore	5	4
	ほんをみないでく ださい。	本を見ないでくだ さい。	Inst. Exp	Please don't look at the book.	0	0
	まあ	まあ	Sp. Exp.	I guess [Non-committal opinion]	3	1
+	マーケティング	マーケティング	N	marketing	6	2
	まあまあ	まあまあ	Sp. Exp.	so-so	4	1
+	まい	～枚	Classifier	classifier for counting thin, flat things	3	5
	まいる	参る↓ (-U; 参った)	V	go, come (humble)	5	5
+	まえ	前	N	before [time]; Scene 6–3 front	3	2
	まかせてください。	任せてください。	Sp. Exp.	Leave it to me. Let someone do it.	5	3
	まかせる	任せる (-RU; 任せた)	V	leave it to someone else, let someone else do it	5	3
	また	また	Sp. Exp.	again	1	9
	まだ	まだ	Sp. Exp.	still, yet	6	1
+	またあとで	またあとで	Sp. Exp.	again later	3	4
+	まつ	待つ(-U; 待った)	V	wait	3	2
+	まつもと	松本	N	[family name]	3	9R
	まで	～まで	Particle	up to, until	4	4
	まで	～まで	Particle	as far as X	5	4
	までに	TIME～までに	Particle	by TIME X	5	5
+	まど	窓	N	window	6	3
+	マネージャー	マネージャー	N	manager	6	2

	まよう	迷う (-U; 迷った)	V	become confused, lost	6	6
	まる	丸(。)	N	circle, period	2	BTL 2
	まん	万	Numbers	10,000s	4	1
+	まんなか	真ん中	N	middle	6	3
+	ミーティング	ミーティング	N	meeting	2	2
+	みえる	見える (-RU; 見えた)	V	appear, be visible	6	3
	みぎ	右	N	right	6	2
	みぎ、じゃなくひだり	右、じゃなく左	Sp. Exp.	right, I mean left	6	3
	みぎからでいい	右からでいい	Sp. Exp.	from the right is good	6	2
	みじかい	短い	Adj	short	5	5
+	みず	(お)水	N	water	2	3
+	みせ	店	N	store, shop	6	2
+	みせる	見せる (-RU; 見せた)	V	show	5	5
	みてください。	みてください。	Inst. Exp	Please look at it.	2	0
	みどり	緑	N	green	6	3
+	みどりのひ	緑の日	N	Green Day (BTS 18)	4	4
	みなさん	みなさん	N	everyone (out group); Scene 6-1 (used in addressing a group)	3	7R
+	みる	見る (-RU; 見た)	V	look, watch	3	4
+	ミルク	ミルク	N	milk	2	3
+	みんな	みんな	N	everyone, all	3	4
+	みんなで	みんなで	Sp. Exp.	all together	3	4
	みんなでいってください。	みんなで言ってください。	Inst. Exp	Please say it all together.	0	0
+	むこう	向こう	N	opposite side, other side, over there	6	2
+	むずかしい	難しい	Adj	hard, difficult	2	7
	むずかしくなりま した。	難しくなりました。	Sp. Exp.	It became difficult.	5	6
+	むらさき	紫	N	purple	6	3
	め	～目	Classifier	classifier for naming numbers in a series	5	6

+	メキシコ	メキシコ	N	Mexico	6	1
	めいし	名刺	N	business card	6	4
+	めいじ	明治	N	Meiji era (1868–1912)	4	4
+	メール	メール	N	email	6	4
	メンバー	メンバー	N	member	6	1
	も	～も	Particle	also, too	3	6
	もう	もう	Sp. Exp.	already	6	1
	もういちどきいてください。	PERSON にもう一度聞いてください。	Inst. Exp	Please ask PERSON again.	2	0
	もういちまい	もう一枚	Sp. Exp.	one more sheet	6	3
	もういっかいいってください。	もう一回言ってください。	Inst. Exp	Please say it again.	0	0
	もうしわけありません。	申し訳ありません・ないです。	Sp. Exp.	I'm sorry.	5	3
+	もうしわけありませんでした。	申し訳ありませんでした・なかったです。	Sp. Exp.	I'm sorry (for what happened).	5	3
	もうしわけございません↓。	申し訳ございません↓。	Sp. Exp.	I am terribly sorry. (lit. 'I have no excuse.')	6	4
+	もうす	申す↓ (-U; 申した)	V	say (humble)	6	2
+	もうちょっと	もうちょっと	Sp. Exp.	a little more	6	3
+	もくよう(び)	木曜(日)	N	Thursday	4	6
	もちろん	もちろん	Sp. Exp.	of course	5	1
	もつ	持つ (-U)	V	hold, have, carry	5	3
+	もっていく	持っていく	V	take (a thing)	5	3
	もってきていただけますか?	持ってきていただけますか?	Sp. Exp.	Can I have you bring it?	5	3
	もってくる	持ってくる	V	bring (a thing)	5	3
	もっと	もっと	Sp. Exp.	more	6	3
	もっとおおきなこえではなしてください。	もっと大きな声で話してください。	Inst. Exp	Please talk louder.	0	0
	もの	もの	N	thing (tangible)	6	6
+	モリス	モリス	Name	Morris [family name]	1	1

やぎ	八木	N	Yagi [family name] (Ms. Yagi is Sasha's supervisor)	1	11
+ やきとり	焼き鳥	N	yakitori	2	3
+ やさしい	易しい	Adj	easy	2	7
+ やすい	安い	Adj	inexpensive, cheap	2	7
やすみ	(お)休み	N	day off, vacation	3	2
+ やすむ	休む (-U; 休んだ)	V	take a break, go on vacation/holiday	6	5
やっぱり・やはり	やっぱり・やはり	Sp. Exp.	as expected, sure enough	3	2
+ やまぐち	山口	N	[family name]	3	9R
やましたさん	山下さん	N	Mr/s. Yamashita	4	3
+ やまだ	山田	N	[family name]	3	9R
やまもと	山本	N	[family name]	3	9R
やる	やる (-U; やった)	V	do (less formal than する)	5	2
+ ゆうびんきょく	郵便局	N	post office	5	4
+ ゆき	雪	N	snow	3	6
よ	～よ	S. Particle	[sentence particle indicating certainty]	2	2
よう(び)	～曜(日)	Classifier	days of the week	4	6
よかったら	よかったら	Sp. Exp.	if it's all right	2	3
よくわかりませんけど.....	よくわかりませんけど.....	Sp. Exp.	I'm not sure but . . .	3	6
よこがき	横書き	N	horizontal writing	1	BTL 3
+ よしだ	吉田	N	[family name]	3	9R
よしだうんそう	吉田運送	N	Yoshida Transport	6	4
+ よしゅう	予習(する)	N	prepare for a lesson	5	6
よね	～よね	S. Particle	[sentence particle indicating shared certainty]	3	6
+ よびすて	呼び捨て	N	calling someone without a title (BTS 2)	1	1
よぶ	呼ぶ (-U; 呼んだ)	V	call, invite	5	5
+ よみ	読み	N	reading	5	6
よみかき	読み書き	N	reading and writing	5	6
+ よむ	読む (-U; 読んだ)	V	read	2	3
より	より	Particle	compared to [comparison particle]	6	6

	よる	寄る(-U; 寄った)	V	get close to, drop by, lean on	6	3
	よろこぶ	喜ぶ(-U; 喜んだ)	V	be delighted, be pleased	5	5
	よろこんで	喜んで	Sp. Exp.	delighted	5	5
+	よろしい	よろしい	Adj	good (polite)	2	1
+	よろしかったら	よろしかったら	Sp. Exp.	if it's all right (polite)	2	3
	よろしく	よろしく	Sp. Exp.	thanks; please treat me favorably	2	1
	よろしくおねがい します。	よろしくお願 いします。	Sp. Exp.	Nice to meet you.	1	4
	よろしければ	よろしければ	Sp. Exp.	if you would like, if it pleases you	5	5
	よわい	弱い	Adj	weak	5	6
	よんでください。	読んでください。	Inst. Exp	Please read it.	2	0
+	ラーメン	ラーメン	N	ramen (noodles)	2	3
+	らいがっき	来学期	N	next semester	4	4
+	らいげつ	来月	N	next month	4	4
+	らいしゅう	来週	N	next week	4	4
+	らいねん	来年	N	next year	4	4
	ランチ	ランチ	N	lunch, lunch special	6	6
	ランチよりカレー のほうがおすすめ	ランチよりカレー の方がお勧め	Sp. Exp.	curry rather than the special lunch is the recommendation	6	6
+	リーダー	リーダー	N	leader	6	2
+	りゅうがく	留学(する)	N	study abroad	6	1
+	りゅうがくせい	留学生	N	study abroad student	6	1
	りゅうがくせいセ ンター	留学生センター	N	International Student Center	6	1
+	りょう	寮	N	dormitory	2	5
	りょうかい	了解(する)	N	understanding, consent, agreement	5	1
+	ルームメート	ルームメート	N	roommate	3	6
+	るす	留守	N	away from home or work	6	5
	ルビ	ルビ	N	phonetic guide to reading	1	BTL 4
	れいごうごうにい、 はちきゅうのなな ななにいい	0 5 5 2、8 9 の 7 7 2 0	Sp. Exp.	(0552) 89-7720	6	4
	れいじ	零時	Numbers	midnight (0 o'clock)	3	2
+	れいわ	令和	N	Reiwa era (2019-present)	4	4

れきし	歴史	N	history	4	2
+ レストラン	レストラン	N	restaurant	4	4
レセプション	レセプション	N	reception	5	5
+ レポート	レポート	N	report	2	2
+ れんしゅう	練習(する)	N	practice, rehearse	5	6
れんらく	(ご)連絡	N	contact, communication	4	4
+ れんらくさき	連絡先	N	contact information	6	4
ろく	六・6	Numbers	6	3	2
+ ロシアご	ロシア語	N	Russian (language)	3	1
+ ロシアじん	ロシア人	N	Russian (person)	3	1
+ ロビー	ロビー	N	lobby	3	4
わあ	わあ	Sp. Exp.	wow	2	3
わかりました。	わかりました。	Sp. Exp.	Understood.	2	4
わかる	わかる (-U; わかった)	V	understand	2	1
+ わたし	私	N	I (gentle)	1	7
+ わたなべ	渡辺	N	[family name]	3	9R
わりと	わりと	Sp. Exp.	relatively	4	5

Appendix B: Japanese-English glossary by Act and Scene

List of abbreviations

N = Noun

V = Verb

Adj = Adjective

Sp. Exp. = Special Expressions

はい、	はい、	Inst. Exp	Okay,	0	0
はじめましょう。	始めましょう。	Inst. Exp	Let's begin.	0	0
きいてください。	聞いてください。	Inst. Exp	Please listen.	0	0
いってください。	言ってください。	Inst. Exp	Please say it.	0	0
こたえてください。	答えてください。	Inst. Exp	Please answer.	0	0
もういっかいいっ	もう一回言ってく	Inst. Exp	Please say it again.	0	0
てください。	さい。				
みんなでいって	みんなで言ってく	Inst. Exp	Please say it all together.	0	0
ださい。	さい。				
ひとりずついっ	一人ずつ言ってく	Inst. Exp	Please say it one at a time.	0	0
てください。	さい。				
もっとおおきなこ	もっと大きな声で話	Inst. Exp	Please talk louder.	0	0
えではなしてく	してください。				
さい。					
ほんをみないで	本を見ないでくだ	Inst. Exp	Please don't look at the	0	0
ださい。	さい。		book.		
けいたいをみない	携帯を見ないでくだ	Inst. Exp	Please don't look at your	0	0
てください。	さい。		phone.		
かいてください。	書いてください。	Inst. Exp	Please write it.	0	0
おわります。	終わります。	Inst. Exp	That's all for today (used	0	0
			at the end of a class).		
おはようございます。	おはようございます。	Day1 Phrase	Good morning. (formal)	0	0
こんにちは。	こんにちは。	Day1 Phrase	Hello.	0	0
こんばんは。	こんばんは。	Day1 Phrase	Good evening.	0	0

ありがとうございます ました。 いちごいちえ	ありがとうございます ました。 一期一会	Day1 Phrase	Thank you. (past, formal)	0	0
		Kotowaza	‘Once in a lifetime’ or ‘carpe diem’ (seize the day).	1	0
ことわざ	ことわざ	N	words of wisdom	1	0
さかもとせんせい	坂本先生	Name	Prof./Dr. Sakamoto	1	1
ブライアン・ワン	ブライアン・ワン	Name	Brian Wang	1	1
+ モリス	モリス	Name	Morris [family name]	1	1
+ サーシャ	サーシャ	Name	Sasha [given name]	1	1
+ かんだ	神田	Name	Mr/s. Kanda	1	1
+ しらい	白井	Name	Shirai [family name]	1	1
+ さかもと さん	坂本 NAME ～さん	Name Title	Sakamoto [family name] Mr/s. NAME	1	1
	NAME ～先生	Title	Prof./Dr. NAME	1	1
はい。	はい。	Sp. Exp.	Present. (in roll call); Scene 1-2 Here you are. (handing something over); Scene 1-3 Got it. (accepting something)	1	1
+ ええ	ええ	Sp. Exp.	yes (suggesting agreement or indicating understanding; less formal than <i>hai</i>)	1	1
+ よびすて	呼び捨て	N	calling someone without a title (BTS 2)	1	1
はい、どうぞ。	はい、どうぞ。	Sp. Exp.	Here you go (take it, do it).	1	2
どうぞ。	どうぞ。	Sp. Exp.	Go ahead.	1	2
ありがとうございます ます。	ありがとうございます ます。	Sp. Exp.	Thank you. (non-past, formal)	1	2
+ ありがとう。	ありがとう。	Sp. Exp.	Thank you. (non-past or past, informal)	1	2
すみません。	すみません・すいま せん。	Sp. Exp.	Excuse me. I’m sorry. Thank you.	1	3
おねがいします。	お願いします。	Sp. Exp.	please help me with this	1	3
しらいです。	NAMEです。	Sp. Exp.	My name is NAME.	1	4
どうぞよろしく。	どうぞよろしく。	Sp. Exp.	Nice to meet you.	1	4
よろしくおねがい します。	よろしくお願 いします。	Sp. Exp.	Nice to meet you.	1	4
+ どうぞよろしくお ねがいします。	どうぞよろしくお願 いします。	Sp. Exp.	Nice to meet you .	1	4
では	では	Sp. Exp.	Well then,	1	5
しつれいします	失礼します。	Sp. Exp.	Excuse me.	1	5
+ さよ(う)なら	さよ(う)なら	Sp. Exp.	goodbye (BTS 11)	1	5
おはよう。	おはよう。	Day1 Phrase	Good morning. (informal)	1	6
いただきます。	いただきます。	Sp. Exp.	I humbly receive. (eating ritual)	1	6
ごちそうさま。	ごちそうさま。	Sp. Exp.	Thank you. (lit. ‘It was a feast.’)	1	6

+	ごちそうさまでした。	ごちそうさまでした。	Sp. Exp.	Thank you. (lit. 'It was a feast,' formal)	1	6
	ぼく	僕	N	I (masculine)	1	7
+	わたし	私	N	I (gentle)	1	7
+	あなた	あなた	N	you	1	7
	いちろう	一郎	N	[given name]	1	7
	ブライアン?	ブライアン?	Sp. Exp.	(Is it/Are you) Brian?	1	7
	どうも。	どうも。	Sp. Exp.	Hello.	1	7
	ぼく、いちろう。	僕、一郎。	Sp. Exp.	I'm Ichiro. (casual)	1	7
	いちろうくん	一郎君	Sp. Exp.	Ichiro (addressing or referring to)	1	7
+	おれ	俺	N	I (masculine, informal) (BTS 15)	1	7
	いっていらっしやい。	行って(い)らっしやい。	Sp. Exp.	See you later. (lit. 'Go and come back.')	1	8
	いってきます。	行ってきます。	Sp. Exp.	See you later. (lit. 'I'll go and come back.')	1	8
	じゃね。	じゃ(あ)ね。	Sp. Exp.	See you later. (informal)	1	9
	じゃ。	じゃ(あ)	Sp. Exp.	So. (informal)	1	9
	バイバイ。	バイバイ。	Sp. Exp.	Bye-bye. (informal)	1	9
	バイ。	バイ。	Sp. Exp.	Bye. (informal)	1	9
	じゃまた。	じゃまた。	Sp. Exp.	See you again. (informal)	1	9
	じゃまたね。	じゃまたね。	Sp. Exp.	See you again. (informal)	1	9
	また	また	Sp. Exp.	again	1	9
	あ、	あ、	Sp. Exp.	Oh	1	10
	かんださんですか?	神田さんですか?	Sp. Exp.	Are you Mr./Ms. Kanda?	1	10
	こちらこそ	こちらこそ	Sp. Exp.	(the pleasure/fault/etc.) is mine	1	10
	やぎ	八木	N	Yagi [family name] (Ms. Yagi is Sasha's supervisor)	1	11
	おつれさまです。	お疲れ様です。	Sp. Exp.	Good work. Hello.	1	11
	おつれさま。	お疲れ様。	Sp. Exp.	Good work. Hello. (informal)	1	11
	おさきにしつれいします。	お先に失礼します。	Sp. Exp.	I'll be leaving (ahead of you).	1	12
+	おさきに	お先に	Sp. Exp.	I'll be x-ing (ahead of you)	1	12
	おつれさまでした。	お疲れ様でした。	Sp. Exp.	Good work.	1	12
	えり	恵理	N	Eri [female given name] (Eri is Sasha's house mate)	1	13
	ただいま。	ただいま。	Sp. Exp.	I'm home; I'm back.	1	13
	おかえりなさい。	おかえりなさい。	Sp. Exp.	Welcome back.	1	13
	おやすみなさい。	おやすみなさい。	Sp. Exp.	Good night.	1	14
	かな	かな	N	syllabary	1	BTL 1
	ひらがな	平仮名・ひらがな	N	hiragana syllabary	1	BTL 1
	カタカナ	片仮名・カタカナ	N	katakana syllabary	1	BTL 1
	かんじ	漢字	N	kanji	1	BTL 1

くんよみ	訓読み	N	Japanese-based readings of kanji	1	BTL 2
おんよみ	音読み	N	Chinese-based readings of kanji	1	BTL 2
たてがき	縦書き	N	vertical writing	1	BTL 3
よこがき	横書き	N	horizontal writing	1	BTL 3
ふりがな	振り仮名	N	phonetic guide to reading	1	BTL 4
ルビ	ルビ	N	phonetic guide to reading	1	BTL 4
げんこうようし	原稿用紙	N	Japanese writing paper	1	BTL 5
せんりのみちもい	千里の道も一歩	Kotowaza	A journey of a thousand miles begins with a single step.	2	0
っぽから	から				
いってください。	PERSON に言ってください。	Inst. Exp	Please say it to PERSON.	2	0
きってください。	PERSON に聞いてください。	Inst. Exp	Please ask PERSON.	2	0
もういちどきいてください。	PERSON にもう一度聞いてください。	Inst. Exp	Please ask PERSON again.	2	0
こたえてください。	PERSON に答えてください。	Inst. Exp	Please answer PERSON.	2	0
にほんごではなし	日本語で話しまし	Inst. Exp	Let's speak in Japanese.	2	0
ましょう。	よう。				
よんでください。	読んでください。	Inst. Exp	Please read it.	2	0
みてください。	みてください。	Inst. Exp	Please look at it.	2	0
がんばりましょう。	頑張りましょう。	Inst. Exp	Do your best.	2	0
それ	それ	N	that (thing near you)	2	1
+ これ	これ	N	this (thing)	2	1
+ あれ	あれ	N	that (thing over there)	2	1
+ どれ	どれ	N	which (thing)	2	1
だいじょうぶ	大丈夫	N	fine, safe, all right	2	1
+ へいき	平気	N	calm, unconcerned, all right	2	1
わかる	わかる (-U; わかった)	V	understand	2	1
+ できる	できる (-RU; できた)	V	can do, become complete	2	1
+ する	する (IRR; した)	V	do, play (a game or sport)	2	1
+ くる	来る (IRR; 来た)	V	come	2	1
がんばる	頑張る (-U; 頑張った)	V	will do my best	2	1
すごい	すごい	Adj	amazing	2	1
+ いい	いい	Adj	good	2	1
+ よろしい	よろしい	Adj	good (polite)	2	1
ね	～ね	S. Particle	[sentence particle indicating agreement]	2	1
か?	～か?	S. Particle	[question particle]	2	1
ね?	～ね?	Particle	[particle checking on whether the other person is following]	2	1

はい	はい	Sp. Exp.	yes; here you are	2	1
ええ	ええ	Sp. Exp.	yes (casual)	2	1
いえいえ	いえいえ	Sp. Exp.	no, no	2	1
+ いえ	いえ	Sp. Exp.	no	2	1
+ いいえ	いいえ	Sp. Exp.	no	2	1
よろしく	よろしく	Sp. Exp.	thanks; please treat me favorably	2	1
いま	今	N	now	2	2
+ きょう	きょう・今日	N	today	2	2
+ あした	あした・明日	N	tomorrow	2	2
+ これから	これから	N	from now	2	2
でんわ	電話 (する)	N	telephone	2	2
+ けいたい	携帯/ケータイ	N	cell phone, mobile phone	2	2
+ べんきょう	勉強 (する)	N	study	2	2
+ しごと	(お)仕事 (する)	N	work, job	2	2
+ しゅくだい	宿題	N	homework	2	2
+ テスト	テスト	N	test	2	2
+ レポート	レポート	N	report	2	2
+ きょうかしよ	教科書	N	textbook	2	2
+ ミーティング	ミーティング	N	meeting	2	2
+ いく	行く (-U; 行った)	V	go	2	2
+ いる	いる (-RU; いた)	V	be, exist (animate)	2	2
+ かく	書く (-U; 書いた)	V	write	2	2
+ はじめる	始める (-RU; 始めた)	V	begin (something)	2	2
+ おわる	終わる (-U; 終わった)	V	end	2	2
よ	～よ	S. Particle	[sentence particle indicating certainty]	2	2
あのう	あのう	Sp. Exp.	umm (hesitation noise)	2	2
ええと	ええと	Sp. Exp.	uhh (hesitation noise)	2	2
+ すみませんでした。	すみませんでした・すいませんでした。	Sp. Exp.	Sorry/thank you (for what has happened).	2	2
ちょっと	ちょっと	Sp. Exp.	a little	2	2
あとで	あとで	Sp. Exp.	later	2	2
すき	(お)好き	N	liking, fondness, love	2	3
+ だいすき	大好き	N	very likeable, like very much	2	3
なん、なに	何 (なん)	N	what	2	3
クッキー	クッキー	N	cookie	2	3
+ ケーキ	ケーキ	N	cake	2	3
+ ごはん	ご飯	N	cooked rice or a meal	2	3
+ あさごはん	朝ごはん	N	breakfast	2	3
+ ひるごはん	(お)昼ごはん	N	lunch	2	3
+ ばんごはん	晩ごはん	N	dinner	2	3
+ べんとう	(お)弁当	N	meal in a box	2	3
+ すし	(お)すし・寿司	N	sushi	2	3
+ やきとり	焼き鳥	N	yakitori	2	3
+ うどん	うどん	N	udon (wheat noodles)	2	3

+ そば	そば	N	soba (buckwheat noodles)	2 3
+ カレーライス	カレーライス	N	curry rice	2 3
+ ラーメン	ラーメン	N	ramen (noodles)	2 3
+ おちゃ	お茶	N	tea	2 3
+ みず	(お)水	N	water	2 3
+ ビール	ビール	N	beer	2 3
+ ウーロンちゃ	ウーロン茶	N	oolong tea	2 3
+ こうちゃ	紅茶	N	black tea	2 3
+ コーヒー	コーヒー	N	coffee	2 3
+ ミルク	ミルク	N	milk	2 3
+ ジュース	ジュース	N	juice	2 3
+ たべもの	食べ物	N	food	2 3
+ のみもの	飲み物	N	drink	2 3
+ くすり	(お)薬	N	medicine	2 3
おいしそう	おいしそう	N	look(s) delicious	2 3
+ おもしろそう	おもしろそう	N	look(s) interesting	2 3
+ きれい	きれい(な)	N	pretty, clean	2 3
たべる	食べる (-RU; 食べた)	V	eat	2 3
+ のむ	飲む・呑む (-U; 飲・呑んだ)	V	drink, swallow (i.e. medicine)	2 3
いただく	いただく↓(-U; いただいた)	V	eat; receive (humble)	2 3
+ よむ	読む (-U; 読んだ)	V	read	2 3
おいしい	おいしい	Adj	delicious	2 3
おもしろい	おもしろい	Adj	interesting	2 3
ねえ	～ねえ	S. Particle	[sentence particle assuming shared attitude/opinion]	2 3
わあ	わあ	Sp. Exp.	wow	2 3
え?	え?	Sp. Exp.	what?	2 3
よかったら	よかったら	Sp. Exp.	if it's all right	2 3
+ よろしかったら	よろしかったら	Sp. Exp.	if it's all right (polite)	2 3
こちら	こちら	N	here, this, in this general area, in this direction, this alternative (of two), the speaker's side of a telephone conversation, this person (polite)	2 4
+ そちら	そちら	N	there (near you), that (near you), in that general area, in that direction (in your direction), that alternative (of two near you), the other side of a telephone conversation, that person (polite)	2 4

+ あちら	あちら	N	there (away from both of us), that thing (away from both of us), in that direction (away from both of us), that alternative (of two away from both of us), that place (that we both know about), that person over there (polite)	2 4
+ どちら	どちら	N	where, which, which direction, which (of two), which person/who (polite)	2 4
いそがしい	(お)忙しい	Adj	busy	2 4
けど	～けど	S. Particle	but	2 4
+ が	～が	S. Particle	but, and	2 4
+ けれど(も)	～け(れ)ど(も)	S. Particle	but	2 4
いや	いや	Sp. Exp.	no (informal); uhh (hesitation noise)	2 4
わかりました。	わかりました。	Sp. Exp.	Understood.	2 4
かいしゃ	会社	N	office, company	2 5
+ がっこう	学校	N	school	2 5
+ うち	うち	N	house, home	2 5
+ いえ	いえ・家	N	house, home	2 5
+ おたく	お宅	N	home (polite)	2 5
+ りょう	寮	N	dormitory	2 5
+ アパート	アパート	N	apartment	2 5
+ コンビニ	コンビニ	N	convenience store	2 5
+ えき	駅	N	train station	2 5
+ トイレ	トイレ	N	toilet	2 5
そう	そう	N	that way, so	2 5
どなた	どなた	N	who (polite)	2 6
だれ	だれ・誰	N	who	2 6
かなあ	～かなあ	S. Particle	[sentence particle indicating a shared question]	2 6
なあ	～なあ	S. Particle	[sentence particle indicating shared agreement]	2 6
は	～は	Particle	[phrase particle indicating contrast]	2 6
ここ	ここ	N	here	2 7
+ そこ	そこ	N	there (near you), that place just mentioned	2 7
+ あそこ	あそこ	N	over there, there (away from both of us), that place (that we both know about)	2 7
どこ	どこ	N	Where	2 7

どう	どう	N	how	2	7
こっち	こっち	N	here, in this general area,	2	7
			in this direction, this		
			alternative (of two)		
+ そっち	そっち	N	there (near you), in	2	7
			that general area, in		
			that direction (in your		
			direction), that alternative		
			(of two near you)		
+ あっち	あっち	N	there (away from both of	2	7
			us), in that direction (away		
			from both of us), that		
			alternative (of two away		
			from both of us), that place		
			(that we both know about)		
+ どっち	どっち	N	where, which direction,	2	7
			which (of two)		
たかい	高い	Adj	expensive	2	7
+ やすい	安い	Adj	inexpensive, cheap	2	7
+ おおきい	大きい	Adj	big	2	7
+ ちいさい	小さい	Adj	small	2	7
+ とおい	遠い	Adj	far	2	7
+ ちかい	近い	Adj	close	2	7
+ むずかしい	難しい	Adj	hard, difficult	2	7
+ やさしい	易しい	Adj	easy	2	7
+ つまらない	つまらない	Adj	boring	2	7
う～ん	う～ん	Sp. Exp.	well (hesitation)	2	7
そうですね(え)	そうですね(え)	Sp. Exp.	(hesitation)	2	7
ああ	ああ	Sp. Exp.	ahh, oh	2	7
+ とても	とても	Sp. Exp.	very	2	7
すること	すること	N	something to do	2	8
ある	ある(-U; あった; ない)	V	exist (inanimate)	2	8
なにか・なんか	なにか・何か	Sp. Exp.	something	2	8
べつに	別に	Sp. Exp.	(not) particularly	2	8
じゃあ	じゃあ	Sp. Exp.	well then,	2	8
+ せんぱい	先輩	N	senior (BTS 30)	2	8
+ こうはい	後輩	N	junior (BTS 30)	2	8
ごじゅうおんひょう	五十音表	N	Chart of Fifty Sounds	2	BTL 1
くとうてん	句読点	N	punctuation	2	BTL 2
くてん	句点	N	phrase point, comma	2	BTL 2
とうてん	読点	N	point, dot	2	BTL 2
てん	点(.)	N	point, dot	2	BTL 2
まる	丸(。)	N	circle, period	2	BTL 2
なкатん	中点(。)	N	raised period	2	BTL 2
だくてん	濁点	N	[diacritical marks]	2	BTL 4
にごりてん	濁り点	N	[diacritical marks]	2	BTL 4

てんてん	点々	N	[diacritical marks]	2	BTL 4
いそがばまわれ	急がば回れ	Kotowaza	More haste, less speed. (lit. 'If you are in a hurry, go the long way.')	3	0
ジェーエルシー	JLC	N	JLC	3	1
ふくざわだいがく	福沢大学	N	Fukuzawa University	3	1
+ だいがく	大学	N	university, college	3	1
+ だいがく、X	X大学	N	X University, X College	3	1
+ こうこう	高校	N	high school	3	1
+ だいがくいん	大学院	N	graduate school	3	1
+ おおがきしょうかい	大垣商会	N	Ogaki Trading Company, Ltd.	3	1
+ アオイしゅっぱん	アオイ出版	N	Aoi Publishing	3	1
にほんご	日本語	N	Japanese (language)	3	1
+ えいご	英語	N	English (language)	3	1
+ ちゅうごくご	中国語	N	Chinese (language)	3	1
+ かんこくご	韓国語	N	Korean (language)	3	1
+ フランスご	フランス語	N	French (language)	3	1
+ スペインご	スペイン語	N	Spanish (language)	3	1
+ ロシアご	ロシア語	N	Russian (language)	3	1
+ なにご	何語	N	which language	3	1
がくせい	学生	N	student	3	1
サークル	サークル	N	club	3	1
+ かい	~会	N	organization, club, association, group	3	1
クラブ	クラブ	N	club	3	1
にほんごクラブ	日本語クラブ	N	Japanese Language Club	3	1
+ ちょう・ジャン	張	N	Zhang (Japanese pronunciation: Choo) [Chinese family name]	3	1
+ にほんじん・につ ぽんじん	日本人	N	Japanese (person)	3	1
+ アメリカじん	アメリカ人	N	American (person)	3	1
+ ちゅうごくじん	中国人	N	Chinese (person)	3	1
+ かんこくじん	韓国人	N	Korean (person)	3	1
+ フランスじん	フランス人	N	French (person)	3	1
+ スペインじん	スペイン人	N	Spanish (person)	3	1
+ ロシアじん	ロシア人	N	Russian (person)	3	1
+ なにじん	何人・なにに人	N	what nationality	3	1
+ にっけいじん	日系人	N	person of Japanese heritage	3	1
+ がいこくじん	外国人	N	foreigner	3	1
+ がいじん	外人	N	foreigner (can be derogatory)	3	1
いう	いう・言う(-U; 言った)	V	is called, say	3	1
って	～って	Particle	[topic particle]	3	1
こと	X のこと	Sp. Exp.	it's a matter of X; it means X	3	1

	なるほど	なるほど	Sp. Exp.	Oh, now I see.	3	1
	まあ	まあ	Sp. Exp.	I guess [Non-committal opinion]	3	1
	なんじ	何時	N	what time	3	2
+	まえ	前	N	before [time]	3	2
+	すぎ	過ぎ	N	after, past [time]	3	2
+	じゅぎょう	授業	N	class	3	2
+	かいぎ	会議	N	meeting	3	2
+	やすみ	(お)休み	N	day off, vacation	3	2
+	びょうき	病気	N	sick	3	2
+	かえる	帰る (-U; 帰った)	V	return [home]	3	2
+	まつ	待つ (-U; 待った)	V	wait	3	2
+	べんきょうする	勉強する	V	study	3	2
+	しごとする	仕事する	V	work	3	2
+	しゅくだいする	宿題する	V	do homework	3	2
+	じゅぎょうする	授業する	V	conduct a class	3	2
+	かいぎする	会議する	V	hold a meeting	3	2
	れいじ	零時	Numbers	midnight (0 o'clock)	3	2
	いち	一・1	Numbers	1	3	2
	に	二・2	Numbers	2	3	2
	さん	三・3	Numbers	3	3	2
	し・よん	四・4	Numbers	4	3	2
	ご	五・5	Numbers	5	3	2
	ろく	六・6	Numbers	6	3	2
	しち・なな	七・7	Numbers	7	3	2
	はち	八・8	Numbers	8	3	2
	きゅう・く	九・9	Numbers	9	3	2
	じゅう	十・10	Numbers	10	3	2
	じゅういち	十一・11	Numbers	11	3	2
	じゅうに	十二・12	Numbers	12	3	2
	と	〜と (X と Y)	Particle	X and Y	3	2
	は	Xは	Particle	as for X	3	2
	じ	〜時	Classifier	classifier for naming hours on the clock	3	2
	やっぱり・やはり	やっぱり・やはり	Sp. Exp.	as expected, sure enough	3	2
	ごろ	TIME +ごろ	Sp. Exp.	about [time]	3	2
	じはん	X時半	Sp. Exp.	half past (hour X) (2:30)	3	2
	スマホ	スマホ	N	smartphone	3	3
+	えんぴつ	鉛筆	N	pencil	3	3
+	ペン	ペン	N	pen	3	3
+	シャーペン	シャーペン	N	mechanical pencil	3	3
+	アプリ	アプリ	N	app, application	3	3
+	ニュース	ニュース	N	news	3	3
	そう、そう。	そう、そう。	Sp. Exp.	Right, right; Yes, yes.	3	3
	がいらいご	外来語	N	loan words (BTS 14)	3	3
+	じかん	時間	N	time	3	4
	あさって	あさって	N	day after tomorrow	3	4

+	こんど	今度	N	this time, next time	3	4
+	つぎ	次	N	next, following	3	4
+	しゅうまつ	週末	N	weekend	3	4
	ごぜん	午前	N	morning, a.m.	3	4
+	ごご	午後	N	afternoon, p.m.	3	4
+	あさ	朝	N	morning	3	4
+	ばん	晩	N	evening	3	4
+	だめ	だめ(な)	N	bad, useless, problematic	3	4
	いっしょ	一緒	N	together	3	4
+	みんな	みんな	N	everyone, all	3	4
	テニス	テニス	N	tennis	3	4
+	ゴルフ	ゴルフ	N	golf	3	4
+	サッカー	サッカー	N	soccer	3	4
	げんち	現地	N	the place, destination	3	4
+	としょかん	図書館	N	library	3	4
+	ロビー	ロビー	N	lobby	3	4
+	はなす	話す(-U; 話した)	V	talk	3	4
+	あう	会う(-U; 会った)	V	see, meet	3	4
+	みる	見る(-RU; 見た)	V	look, watch	3	4
	はやい	早い	Adj	early	3	4
+	おそい	遅い	Adj	late	3	4
	で	PLACE で	Particle	[location of activity]	3	4
	に	TIME に	Particle	[point of time]	3	4
	ふん・ぷん	～分(ふん・ぷん), 1 分～60分, 何分	Classifier	classifier for naming and counting minute(s)	3	4
+	みんなで	みんなで	Sp. Exp.	all together	3	4
+	またあとで	またあとで	Sp. Exp.	again later	3	4
	オッケー	オッケー	Sp. Exp.	okay	3	4
	おもいやり	思いやり	N	consideration	3	4
	ゼロ・まる・れい	ゼロ・まる・零	Numbers	zero	3	5
	じゅう	十(10～90)	Numbers	tens (10 through 90)	3	5
	ひゃく・びゃく・ぴゃく	百(100～900)	Numbers	hundreds (100 through 900)	3	5
	の	の	N	one(s)	3	5
+	サイフ	サイフ(財布)	N	wallet	3	5
+	チケット	チケット	N	ticket	3	5
+	ティーシャツ	ティーシャツ	N	T-shirt	3	5
+	ほん	本	N	book	3	5
+	ノート	ノート	N	notebook	3	5
	いくら	いくら	N	how much	3	5
+	たくさん	たくさん	N	a lot, many	3	5
	あかい	赤い	Adj	red	3	5
+	あおい	青い	Adj	blue	3	5
+	くろい	黒い	Adj	black	3	5
+	しろい	白い	Adj	white	3	5
	かわいい	かわいい	Adj	cute	3	5
	へえ	へえ	Sp. Exp.	oh, yes? really?	3	5

+ ぜんぶで	全部でX	Sp. Exp.	X for everything; X all together	3 5
あかいの	赤いの	Sp. Exp.	the red one	3 5
この	この+N	Sp. Exp.	this N	3 5
+ その	その+N	Sp. Exp.	that N	3 5
+ あの	あの+N	Sp. Exp.	that N over there	3 5
+ どの	どの+N	Sp. Exp.	which N	3 5
えん	～円	Classifier	yen (Japanese currency)	3 5
+ ドル	～ドル	Classifier	dollar(s) (U.S. currency)	3 5
+ セント	～セント	Classifier	cent	3 5
+ こ	～個	Classifier	classifier for counting small objects	3 5
+ まい	～枚	Classifier	classifier for counting thin, flat things	3 5
+ ほん・ばん・ばん	～本	Classifier	classifier for counting long objects	3 5
+ さつ	～冊	Classifier	classifier for counting bound volumes	3 5
かさ	傘	N	umbrella	3 6
+ かばん	かばん	N	bag, briefcase	3 6
+ けしゴム	消しゴム	N	(pencil) eraser	3 6
+ パソコン	パソコン	N	personal computer, laptop	3 6
+ かみ	紙	N	paper	3 6
+ ともだち	ともだち	N	friend	3 6
+ ぶちょう	部長	N	division chief	3 6
+ どうりょう	同僚	N	co-worker, colleague	3 6
+ クラスメート	クラスメート	N	classmate	3 6
+ ルームメート	ルームメート	N	roommate	3 6
あめ	雨	N	rain	3 6
+ ゆき	雪	N	snow	3 6
+ おなじ	同じ	N	same	3 6
ちがう	違う(-U; 違った)	V	different from X	3 6
に	～に	Particle	[inanimate location particle]	3 6
も	～も	Particle	also, too	3 6
よね	～よね	S. Particle	[sentence particle indicating shared certainty]	3 6
よくわかりません けど.....	よくわかりません けど.....	Sp. Exp.	I'm not sure but . . .	3 6
ちがう・おなじ みなさん	(Xと)違う・同じ みなさん	Sp. Exp.	different from/same as X	3 6
+ さとう	佐藤	N	everyone (out group)	3 7R
+ すずき	鈴木	N	[family name]	3 9R
+ たかはし	高橋	N	[family name]	3 9R
+ たなか	田中	N	[family name]	3 9R

+	いとう	伊藤	N	[family name]	3	9R
+	わたなべ	渡辺	N	[family name]	3	9R
+	やまもと	山本	N	[family name]	3	9R
+	なかむら	中村	N	[family name]	3	9R
+	こばやし	小林	N	[family name]	3	9R
+	かとう	加藤	N	[family name]	3	9R
+	よしだ	吉田	N	[family name]	3	9R
+	やまだ	山田	N	[family name]	3	9R
+	ささき	佐々木	N	[family name]	3	9R
+	やまぐち	山口	N	[family name]	3	9R
+	まつもと	松本	N	[family name]	3	9R
+	いのうえ	井上	N	[family name]	3	9R
+	きむら	木村	N	[family name]	3	9R
+	はやし	林	N	[family name]	3	9R
+	さいとう	斎藤	N	[family name]	3	9R
+	しみず	清水	N	[family name]	3	9R
	ときはかねなり	時は金なり	Kotowaza	Time is money.	4	0
+	ポスター	ポスター	N	poster	4	1
	せん・ぜん	千 (1000~9000)	Numbers	thousands (1000 ~ 9000)	4	1
	まん	万	Numbers	10,000s	4	1
+	つくる	作る (-U; 作った)	V	make	4	1
+	かう	買う (-U; 買った)	V	buy	4	1
+	あたらしい	新しい	Adj	new	4	1
+	ふるい	古い	Adj	old	4	1
	それほど	それほど	Sp. Exp.	that much; to that extent	4	1
	まあまあ	まあまあ	Sp. Exp.	so-so	4	1
	ぐらい・くらい	X ぐらい・くらい	Sp. Exp.	about X	4	1
+	おく	億	Numbers	hundred millions (BTS 4)	4	1
+	ちよう	兆	Numbers	trillions (BTS 4)	4	1
	せんこう	(ご)専攻(する)	N	major field of study	4	2
+	せんもん	(ご)専門	N	specialization, major	4	2
	すうがく	数学	N	mathematics	4	2
	れきし	歴史	N	history	4	2
	にほんがく	日本学	N	Japanese studies	4	2
	しゅうきょう(がく)	宗教(学)	N	religion (religious studies)	4	2
+	しゃかいがく	社会学	N	sociology	4	2
+	けいざい(がく)	経済(学)	N	economics	4	2
+	ぶんがく	文学	N	literature	4	2
+	げんごがく	言語学	N	linguistics	4	2
+	こうがく	工学	N	engineering	4	2
+	ぶつり(がく)	物理(学)	N	physics	4	2
	ぜんぜん	全然	N	not at all, entirely	4	2
	つかう	使う (-U; 使った)	V	use	4	2
	とる	取る (-U; 取った)	V	take (a class)	4	2
	とか	〜とか	Particle	(things) like, such as	4	2
	とかも	〜とかも	Particle	also (things) like, such as	4	2

だけ	～だけ	Particle	just, only	4	2
ふうん	ふうん	Sp. Exp.	hmm	4	2
けっこう	けっこう	Sp. Exp.	a fair amount	4	2
+ あまり・あんまり	あまり・あんまり + negative	Sp. Exp.	not very much	4	2
+ あと	あと	Sp. Exp.	lastly, remaining, and then	4	2
あいまい	曖昧(な)	N	ambiguity (BTS 12)	4	2
いつ	いつ	N	when?	4	3
せんしゅう	先週	N	last week	4	3
+ きのう	きのう	N	yesterday	4	3
+ おととい	おととい	N	the day before yesterday	4	3
+ せんげつ	先月	N	last month	4	3
+ せんがっき	先学期	N	last semester	4	3
+ せんじつ	先日	N	the other day	4	3
+ きょねん	去年	N	last year	4	3
+ さき	(お)先	N	ahead, previous	4	3
ほんとう	本当	N	true	4	3
たいへん	大変(な)	N	tough (to do), awful, terrible	4	3
やましたさん	山下さん	N	Mr/s. Yamashita	4	3
しました	しました	V	did	4	3
+ かんがえる	考える (-RU; 考 えた)	V	think about, consider	4	3
+ てつだう	手伝う (-U; 手伝 った)	V	helped	4	3
が	～が	Particle	[subject particle]	4	3
れんらく	(ご)連絡	N	contact, communication	4	4
+ イベント	イベント	N	event	4	4
+ コンサート	コンサート	N	concert	4	4
こと	こと	N	matter	4	4
ばしょ	場所	N	place	4	4
ところ	ところ	N	place	4	4
いつも	いつも	N	always, usual(ly)	4	4
かいぎしつ	会議室	N	meeting room	4	4
+ きょうしつ	教室	N	classroom	4	4
+ レストラン	レストラン	N	restaurant	4	4
+ カフェ	カフェ	N	café	4	4
+ ホテル	ホテル	N	hotel	4	4
+ こうえん	公園	N	park	4	4
+ らいげつ	来月	N	next month	4	4
+ こんげつ	今月	N	this month	4	4
+ こんしゅう	今週	N	this week	4	4
+ らいしゅう	来週	N	next week	4	4
+ ことし	今年	N	this year	4	4
+ らいねん	来年	N	next year	4	4
+ らいがっき	来学期	N	next semester	4	4

+	めいじ	明治	N	Meiji era (1868–1912)	4	4
+	たいしょう	大正	N	Taisho era (1912–1926)	4	4
+	しょうわ	昭和	N	Showa era (1926–1989)	4	4
+	へいせい	平成	N	Heisei era (1989–2019)	4	4
+	れいわ	令和	N	Reiwa era (2019-present)	4	4
	けさ	今朝	N	this morning	4	4
+	こんばん	今晚	N	this evening	4	4
+	さっき	さっき	N	a while ago	4	4
	はつか	20日	N	the twentieth day of the month	4	4
	きく	聞く (-U; 聞いた)	V	hear; listen	4	4
	から	～から	Particle	from (starting point)	4	4
	まで	～まで	Particle	up to, until	4	4
	にち・か	～日	Classifier	classifier for naming the day of the month	4	4
	ついたち～さんじ	ついたち～三十一日	Numbers	the first ~ the 31st	4	4
	ゆういちにち					
	がつ	～月(がつ)	Classifier	classifier for naming the months of the year	4	4
	ばん	～番	Classifier	classifier for naming the numbers (in a series)	4	4
	ねん	～年	Classifier	classifier for naming the years	4	4
	そうか。	そうか。	Sp. Exp.	Is that so? (expression of awareness)	4	4
	いつものN	いつものN	Sp. Exp.	the usual N (e.g., <i>basho</i> 場所 place, <i>jikan</i> 時間 time, <i>tokoro</i> ところ place,	4	4
+	がんねん	元年	N	first year (of a new era) (BTS 18)	4	4
+	てんのうへいか	天皇陛下	N	emperor (honorific) (BTS 18)	4	4
+	がんじつ	元日	N	New Year's Day (BTS 18)	4	4
+	しょうがつ	(お)正月	N	New Year's Day/Month (BTS 18)	4	4
+	せいじんのひ	成人の日	N	Coming of Age Day (BTS 18)	4	4
+	けんこくきねんび	建国記念日	N	Foundation Day (BTS 18)	4	4
+	しゅんぶんのひ	春分の日	N	Vernal Equinox (BTS 18)	4	4
+	しょうわのひ	昭和の日	N	Showa Day (BTS 18)	4	4
+	けんぽうきねんび	憲法記念日	N	Constitution Day (BTS 18)	4	4
+	みどりのひ	緑の日	N	Green Day (BTS 18)	4	4
+	こどものひ	こどもの日	N	Children's Day (BTS 18)	4	4
+	うみのひ	海の日	N	Marine Day (BTS 18)	4	4
+	けいろうのひ	敬老の日	N	Respect for the Aged Day (BTS 18)	4	4
+	しゅうぶんのひ	秋分の日	N	Autumnal Equinox (BTS 18)	4	4

+	スポーツのひ	スポーツの日	N	Sports Day (BTS 18)	4	4
+	ぶんかのひ	文化の日	N	Culture Day (BTS 18)	4	4
+	きんろうかんしゃ のひ	勤労感謝の日	N	Labor/Thanksgiving Day (BTS 18)	4	4
+	てんのうたんじょ うび	天皇誕生日	N	Emperor's Birthday (BTS 18)	4	4
	へや	部屋	N	room	4	5
	オフィス	オフィス	N	office	4	5
	フォント	フォント	N	font	4	5
+	じてんしゃ	自転車	N	bicycle	4	5
+	ちか	地下	N	basement, underground	4	5
	つかいやすい	使いやすい	Adj	easy to use	4	5
	つかいにくい	使いにくい	Adj	hard to use	4	5
	かい	～階	Classifier	classifier for naming and counting floors	4	5
	ばんきょうしつ	～番教室	Classifier	classifier for naming a classroom number	4	5
+	ごうしつ	～号室	Classifier	classifier for naming room numbers	4	5
	そうしましょう わりと	そうしましょう わりと	Sp. Exp.	Let's do it that way.	4	5
	いちばん	一番	Sp. Exp.	relatively	4	5
+	ほとんど	ほとんど	Sp. Exp.	most, best	4	5
			N	almost; barely (plus negative)	4	6
+	げつよう(び)	月曜(日)	N	Monday	4	6
+	かよう(び)	火曜(日)	N	Tuesday	4	6
+	すいよう(び)	水曜(日)	N	Wednesday	4	6
+	もくよう(び)	木曜(日)	N	Thursday	4	6
+	きんよう(び)	金曜(日)	N	Friday	4	6
+	どよう(び)	土曜(日)	N	Saturday	4	6
+	にちよう(び)	日曜(日)	N	Sunday	4	6
+	なんよう(び)	何曜(日)	N	what day (of the week)?	4	6
+	こんがっき	今学期	N	this term	4	6
	かかる	かかる(-U; かかった)	V	take (time/money)	4	6
+	いる	いる(-U; いった)	V	need	4	6
	にち・か	～日	Classifier	classifier for naming and counting days	4	6
	よう(び)	～曜(日)	Classifier	days of the week	4	6
	じかん	～時間	Classifier	classifier for counting hours	4	6
+	しゅうかん	～週間	Classifier	classifier for counting weeks	4	6
+	かげつ	～ヶ月・～カ月	Classifier	classifier for counting months	4	6
+	ねん	～年	Classifier	classifier for naming and counting years	4	6

+	がっき	～学期	Classifier	school/academic term	4	6
	では	では	Particle	[written equivalent of じゃ]	4	7R
	きくはいつときの	聞くは一時の恥、聞	Kotowaza	To ask may lead to shame	5	0
	はじ、きかぬはい	かぬは一生の恥		for a moment, but not to		
	っしょうのはじ			ask leads to shame for a		
				lifetime.		
	すぐ	すぐ	N	soon, immediately, right	5	1
				away		
	あす	あす	N	tomorrow (slightly more	5	1
				formal than あした)		
	すこし	少し	N	a little, a few	5	1
	りょうかい	了解(する)	N	understanding, consent,	5	1
				agreement		
	きめる	決める (-RU; 決	V	decide (something)	5	1
		めた)				
+	いそぐ	急ぐ (-U; 急いだ)	V	hurry	5	1
	かまう	構う (-U; 構った)	V	mind, care, be concerned	5	1
				about (most commonly		
				occurs in the negative)		
	もちろん	もちろん	Sp. Exp.	of course	5	1
	なるべく	なるべく	Sp. Exp.	As . . . as possible	5	1
	でも	でも	Sp. Exp.	but, however, and yet	5	1
	でも でも	X でもY でも	Sp. Exp.	whether it's X or Y	5	1
	でも じゃなくても	X でもX じゃなくても	Sp. Exp.	whether it's X or not X	5	1
	しつもん	質問(する)	N	(ask a) question	5	2
	やる	やる (-U; やった)	V	do (less formal than する	5	2
	だす	出す (-U; 出した)	V	submit, take out (of a	5	2
				container), send out (mail)		
	ページ	～ページ	Classifier	pages	5	2
	きょうまでだったで	今日までだったでし	Sp. Exp.	It was until today, wasn't	5	2
	しょう?	ょう?		it?		
	ぜんぶ	全部	N	all, everything	5	3
	いちおう	一応	N	for the time being,	5	3
				tentatively, more or less		
	もつ	持つ (-U)	V	hold, have, carry	5	3
	もってくる	持ってくる	V	bring (a thing)	5	3
+	もっていく	持っていく	V	take (a thing)	5	3
+	かりる	借りる (-RU; 借りた)	V	borrow	5	3
	おねがいできる	お願いできる (-RU)	V	can request	5	3
	いただける	いただける (-RU; い	V	can/may have someone do	5	3
		ただけた)		X		
	まかせる	任せる (-RU; 任せ	V	leave it to someone else,	5	3
		た)		let someone else do it		
	つ	～つ	Classifier	classifier for counting	5	3
				items		
	いくつ	(お)いくつ	Classifier	how many things/items	5	3

	もうしわけありません。	申し訳ありません・ ないです。	Sp. Exp.	I'm sorry.	5 3
+	もうしわけありませんでした。	申し訳ありませんで した・なかったです。	Sp. Exp.	I'm sorry (for what happened).	5 3
	そうですね	そうですね	Sp. Exp.	(to express consideration) let's see	5 3
	なんでしょう。	何でしょう。	Sp. Exp.	What? What could it be?	5 3
	もってきていただけますか？	持ってきていただけ ますか？	Sp. Exp.	Can I have you bring it?	5 3
	まかせてください。	任せてください。	Sp. Exp.	Leave it to me. Let someone do it.	5 3
	おねがいできますか？	お願いできます か？	Sp. Exp.	Can I ask a favor of you?	5 3
	ぎんこう	銀行	N	bank	5 4
+	ほんや	本屋	N	bookstore	5 4
+	スーパー	スーパー	N	supermarket	5 4
+	ゆうびんきょく	郵便局	N	post office	5 4
+	びょういん	病院	N	hospital	5 4
+	こうじょう	工場	N	factory, workshop	5 4
+	かいもの	買い物	N	shopping	5 4
	くるま	車	N	car	5 4
+	バス	バス	N	bus	5 4
	ちかてつ	地下鉄	N	subway	5 4
	でんしゃ	電車	N	train	5 4
	つれていく	連れて行く	V	take (a person) along	5 4
+	つれてくる	連れて来る	V	bring (a person) along	5 4
	でる	出る (-RU; 出た)	V	go out, leave, attend (an event), appear, answer (the phone)	5 4
	たすかる	助かる (-U; 助か った)	V	be helped, be saved, be rescued	5 4
	あるく	歩く (-U; 歩いた)	V	walk	5 4
+	のる	乗る (-U; 乗った)	V	ride, get onboard	5 4
	に	～に	Particle	to, towards X	5 4
+	へ	～へ	Particle	to, towards X	5 4
	で	～で	Particle	by means of X	5 4
	あるいて	歩いて	Sp. Exp.	on foot	5 4
	レセプション	レセプション	N	reception	5 5
	プレゼン	プレゼン	N	presentation	5 5
+	はっぴよう	発表	N	presentation	5 5
	うち	うち	N	our company	5 5
	よぶ	呼ぶ (-U; 呼んだ)	V	call, invite	5 5
	うかがう	伺う (-U; 伺った)	V	visit (humble)	5 5
	よろこぶ	喜ぶ (-U; 喜んだ)	V	be delighted, be pleased	5 5

ございます	ございます (-ARU)	V	exists (polite form of あります) The ～て form and the informal forms are rarely used today.	5	5
+ おしえる	教える (-RU; 教えた)	V	tell, teach	5	5
+ みせる	見せる (-RU; 見せた)	V	show	5	5
まいる	参る ↓ (-U; 参った)	V	go, come (humble)	5	5
いらっしゃる ↑	いらっしゃる ↑ / いらっしゃって ↑ or いらして ↑ (-ARU; いらしやった or いらした)	V	go, come (honorific)	5	5
みじかい	短い	Adj	short	5	5
+ ながい	長い	Adj	long	5	5
までに	TIME～までに	Particle	by TIME X	5	5
から	REASON ～から	S. Particle	because of REASON X	5	5
うち	うちの X	Sp. Exp.	our company's X	5	5
よろこんで	喜んで	Sp. Exp.	delighted	5	5
よろしければ	よろしければ	Sp. Exp.	if you would like, if it pleases you	5	5
+ ぜひ	是非	Sp. Exp.	by all means	5	5
くださってありがとうございます (ございます)。	X くださって ↑ ありがとうございます (ございます)。	Sp. Exp.	Thank you for doing X.	5	5
+ けいご	敬語	N	politeness, polite language (BTS 10)	5	5
+ そんなけいご	尊敬語	N	honorific language (BTS 10)	5	5
+ けんじょうご	謙讓語	N	humble language (BTS 10)	5	5
+ ていねいご	丁寧語	N	formal language (BTS 10)	5	5
おじかん	お時間	N	your time	5	6
+ アドバイス	アドバイス	N	advice	5	6
よみかき	読み書き	N	reading and writing	5	6
+ よみ	読み	N	reading	5	6
+ かき	書き	N	writing	5	6
かいわ	会話	N	conversation	5	6
+ ぶんぼう	文法	N	grammar	5	6
+ ごい	語彙	N	vocabulary	5	6
+ ききとり	聞き取り	N	listening	5	6
+ かきとり	書き取り	N	dictation	5	6
あと	あと・後	N	time after	5	6
+ れんしゅう	練習 (する)	N	practice, rehearse	5	6
+ よしゅう	予習 (する)	N	prepare for a lesson	5	6
ふくしゅう	復習 (する)	N	review	5	6
なる	なる (-U; なった)	V	become	5	6

	よわい	弱い	Adj	weak	5	6
+	つよい	強い	Adj	strong	5	6
	め	～目	Classifier	classifier for naming numbers in a series	5	6
	むずかしくなりました。	難しくなりました。	Sp. Exp.	It became difficult.	5	6
	あとで	あとで	Sp. Exp.	later, N のあとで = ‘after N’	5	6
	そうしていただけますか？	そうしていただけますか？	Sp. Exp.	Can I have you do that?	5	6
	ぼうせん	棒線	N	long vowel symbol	5	BTL2
	だくおん	濁音	N	voiced consonant	5	BTL9
	あすのひやくよりき	明日の百より今日の	Kotowaza	A bird in the hand is worth two in the bush.	6	0
	ようのごじゅう	五十				
	みなさん	みなさん	N	everyone (used in addressing a group)	6	1
	メンバー	メンバー	N	member	6	1
	ひとこと	ひとこと	N	something (to say)	6	1
	じこしょうかい	自己紹介(する)	N	self-introduction	6	1
	アメリカ	アメリカ	N	America	6	1
+	にほん	日本(にほん・にっぽん)	N	Japan	6	1
+	カナダ	カナダ	N	Canada	6	1
+	メキシコ	メキシコ	N	Mexico	6	1
+	ブラジル	ブラジル	N	Brazil	6	1
+	ちゅうごく	中国	N	China	6	1
+	かんこく	韓国	N	Korea	6	1
+	イギリス	イギリス	N	England, U. K.	6	1
+	ドイツ	ドイツ	N	Germany	6	1
+	ケニア	ケニア	N	Kenya	6	1
	オレゴンしゅう	オレゴン州	N	Oregon	6	1
+	しゅうかん	州	N	state, as in the U.S.	6	1
+	しょう	省	N	provinces in China	6	1
+	かんとんしょう	広東省	N	Guangdong Province	6	1
	りゅうがくせいセンター	留学生センター	N	International Student Center	6	1
+	りゅうがくせい	留学生	N	study abroad student	6	1
+	りゅうがく	留学(する)	N	study abroad	6	1
+	がくぶ	学部	N	academic division, college	6	1
+	ぶんがくぶ	文学部	N	faculty of arts and humanities	6	1
	ホームステイ	ホームステイ	N	homestay	6	1
	あいきどう	合気道	N	aikido (martial art)	6	1
	へた	下手	N	unskillful, bad at	6	1
+	じょうず	上手	N	skillful, good at	6	1

+	ねんせい	～年生	Classifier	classifier for naming grade, class in school	6	1
	くん	NAME ～君	Sp. Exp.	[informal title]	6	1
	もう	もう	Sp. Exp.	already	6	1
	まだ	まだ	Sp. Exp.	still, yet	6	1
	みぎ	右	N	right	6	2
+	ひだり	左	N	left	6	2
	しょだん	初段	N	first or lowest rank black belt in martial arts, calligraphy, <i>shōgi</i> , <i>igo</i> , etc.	6	2
+	ちかく	近く	N	nearby, vicinity, neighborhood	6	2
+	むこう	向こう	N	opposite side, other side, over there	6	2
+	となり	隣	N	next door, beside	6	2
+	うえ	上	N	top, over	6	2
+	した	下	N	bottom, under	6	2
+	なか	中	N	inside	6	2
+	そと	外	N	outside	6	2
+	みせ	店	N	store, shop	6	2
	せいぶつ	生物	N	biology	6	2
	きょうし	教師	N	instructor, teacher	6	2
+	マネージャー	マネージャー	N	manager	6	2
+	リーダー	リーダー	N	leader	6	2
+	いしゃ	医者	N	(medical) doctor	6	2
+	かいはつ	開発(する)	N	development	6	2
+	きかく	企画(する)	N	plan, project, design	6	2
+	デザイン	デザイン(する)	N	design	6	2
+	マーケティング	マーケティング	N	marketing	6	2
+	セールス	セールス	N	sales	6	2
+	もうす	申す↓(-U; 申した)	V	say (humble)	6	2
+	おっしゃる	おっしゃる↑(-ARU; おっしゃった)	V	say (honorific)	6	2
	と	～と(言います／申します↓／おっしゃいます↑)	Particle	[quotation particle]	6	2
	にん・り	～人	Classifier	classifier for counting people	6	2
+	ふんかん・ぶんかん	～分間	Classifier	classifier for counting minutes	6	2
+	かかん・にちかん・にち	～日間	Classifier	classifier for counting days	6	2
+	ねんかん	～年間	Classifier	classifier for counting years	6	2
	ひとりずつ	一人ずつ	Sp. Exp.	one (person) at a time	6	2
	みぎからでいい	右からでいい	Sp. Exp.	from the right is good	6	2

あいだ	Amount of time ～間	Sp. Exp.	number of hours, days, weeks, years	6 2
しゃしん	写真	N	photo	6 3
ほう	方	N	way, alternative (of two)	6 3
せ	背	N	back, spine, rear side	6 3
うしろ	後ろ	N	back, behind	6 3
+ まえ	前	N	front	6 3
+ まんなか	真ん中	N	middle	6 3
+ でぐち	出口	N	exit	6 3
+ いりぐち	入り口／入口	N	entrance	6 3
+ まど	窓	N	window	6 3
ひと	人(ひと)	N	person	6 3
+ かた	方(かた)	N	person (honorific)	6 3
+ おんなのひと	女の人	N	woman	6 3
+ おとこのひと	男の人	N	man	6 3
チーズ	チーズ	N	cheese	6 3
みどり	緑	N	green	6 3
+ むらさき	紫	N	purple	6 3
+ ちゃいろ	茶色	N	brown	6 3
+ きいろ	黄色	N	yellow	6 3
+ グレー	グレー	N	gray	6 3
+ ピンク	ピンク	N	pink	6 3
+ あか	赤	N	red	6 3
しろ	白	N	white	6 3
+ あお	青	N	blue, green	6 3
+ くろ	黒	N	black	6 3
+ いろ	色	N	color	6 3
+ なにいろ	何色	N	what color	6 3
+ とる	撮る(-U; 撮った)	V	take (a photo)	6 3
+ みえる	見える(-RU; 見えた)	V	appear, be visible	6 3
たつ	立つ(-U; 立った)	V	stand	6 3
+ すわる	座る(-U; 座った)	V	sit	6 3
よる	寄る(-U; 寄った)	V	get close to, drop by, lean on	6 3
たかい(せが)	(背が)高い	Adj	tall (in stature)	6 3
+ ひくい(せが)	(背が)低い	Adj	short (in stature)	6 3
せがたかいひと	背が高い人	Sp. Exp.	tall person/people	6 3
もっと	もっと	Sp. Exp.	more	6 3
もういちまい	もう一枚	Sp. Exp.	one more sheet	6 3
+ もうちよっと	もうちよっと	Sp. Exp.	a little more	6 3
みぎ、じゃなくてひだり	右、じゃなくて左	Sp. Exp.	right, I mean left	6 3
いきますよ。	行きますよ。	Sp. Exp.	Here we go!	6 3
いち、に、さん!	いち、に、さん!	Sp. Exp.	One, two, three!	
チーズ!	チーズ!	Sp. Exp.	Cheese!	6 3
めいし	名刺	N	business card	6 4

こうかん	交換	N	exchange	6 4
せわ	(お)世話	N	help, aid, assistance	6 4
よしだうんそう	吉田運送	N	Yoshida Transport	6 4
ばんごう	番号	N	number	6 4
+ でんわばんごう	(お)電話番号	N	telephone number (your telephone number)	6 4
+ なまえ	(お)名前	N	name (your name)	6 4
+ メール	メール	N	email	6 4
+ アドレス	アドレス	N	(email) address	6 4
+ れんらくさき	連絡先	N	contact information	6 4
おる	おる↓(-U; おった)	V	be (humble form of います 'be') The ~て form is rarely used today.	6 4
+ いらっしゃる	いらっしゃる↑(-ARU; いらっしゃった)	V	be (honorific form of います 'be')	6 4
はじめまして。	はじめまして。	Sp. Exp.	How do you do.	6 4
いつもお世話になっております↓。	いつもお世話になっております↓。	Sp. Exp.	I/we are always in your debt.	6 4
もうしわけございません↓。	申し訳ございません↓。	Sp. Exp.	I am terribly sorry. (lit. 'I have no excuse.')	6 4
れいごうごうにい、はちきゅうのなななにいれい	0 5 5 2、8 9 の 7 7 2 0	Sp. Exp.	(0552) 89-7720	6 4
+ かちょう	課長	N	section chief	6 5
+ しゃちょう	社長	N	company president	6 5
+ しょちょう	所長	N	head of a laboratory, research center	6 5
+ がくちょう	学長	N	school president	6 5
はなし	(お)話	N	talk	6 5
+ そうだん	(ご)相談(する)	N	consultation	6 5
+ ほうこく	(ご)報告(する)	N	report	6 5
+ アポ	アポ	N	appointment	6 5
+ るす	留守	N	away from home or work	6 5
おはなしする↓	お話しする↓	V	talk (humble)	6 5
あく	空く・あく (-U; 空いた)	V	become free, empty	6 5
+ やすむ	休む (-U; 休んだ)	V	take a break, go on vacation/holiday	6 5
+ いたす	いたす(-U; いたした)	V	do (humble)	6 5
たい	Verb～たい	Adj	want to VERB	6 5
いつか	いつか	Sp. Exp.	sometime	6 5
なにか	何か	Sp. Exp.	something	6 5
について	N について	Sp. Exp.	with regard to N	6 5

	いかが	いかが	Sp. Exp.	how (polite)	6	5
	ずっと	ずっと	Sp. Exp.	continuously, by far, the whole time	6	5
	ランチ	ランチ	N	lunch, lunch special	6	6
+	ていしょく	定食	N	set meal	6	6
	すすめ	(お)勧め	N	recommendation, suggestion	6	6
	ほか	他・外	N	other, else, besides	6	6
+	べつ	別	N	different, separate, distinct	6	6
	もの	もの	N	thing (tangible)	6	6
	グルメ	グルメ	N	gourmet, connoisseur	6	6
	たのむ	頼む (-U: 頼んだ)	V	order (at a restaurant, online, etc.), request	6	6
	まよう	迷う (-U; 迷った)	V	become confused, lost	6	6
+	こまる	困る (-U; 困った)	V	be troubled; be bothered; be embarrassed	6	6
+	ぞんじる	存じる↓ (-U 存じた)	V	know, find out (humble)	6	6
+	しる	知る (-U; 知った)	V	find out, know	6	6
	知っている	知っている	V	know	6	6
	すすめる、Xに	Xに勧める・薦める (-RU; 勧めた・薦めた)	V	recommend to X, advise X, encourage X	6	6
	より	より	Particle	compared to, [comparison particle]	6	6
	ほど	ほど	Particle	as much as, [comparison particle]	6	6
	おまたせしました。	お待たせしました。	Sp. Exp.	Sorry to make you wait.	6	6
	なにも	何も	Sp. Exp.	nothing	6	6
	カレーかきょうのランチか	カレーか今日のランチか	Sp. Exp.	curry or today's lunch special	6	6
	ランチよりカレーのほうがおすすめ	ランチよりカレーの方がお勧め	Sp. Exp.	curry rather than the lunch special is the recommendation	6	6
	カレーほどすごくない	カレーほどすごくない	Sp. Exp.	not as awesome as curry	6	6
	ちがわない	Xと変わらない	Sp. Exp.	not different from X	6	6
	さすが	さすが (Noun)	Sp. Exp.	true to (your reputation), what I expected, etc.	6	6
	ごぞんじだ↑	ご存知だ↑	Sp. Exp.	know (honorific)	6	6
+	する、する	Xにする	Sp. Exp.	decide on X	6	6
+	きく、Xに	Xに聞く	Sp. Exp.	ask X	6	6
	そうだんする	Xに・と相談する	Sp. Exp.	consult with X	6	6
+	ほうこくする	Xに報告する	Sp. Exp.	make a report to X	6	6

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